

SCHOLASTIC COACH

FEBRUARY 1949

20¢



THIS ISSUE: ROSE BOWL GAME REPORT

"Seal-O-San has Everything a gym floor finish should have"

SAY 5200 COACHES



WHEN 5200 coaches say, "Give me Seal-O-San for my money," it's a pretty safe bet that Seal-O-San will satisfy *all* your demands too, better than any other gym floor finish.



Like every coach who is sold on Seal-O-San, you'll get a non-skid Seal-O-San surface that will put "zip and go" into your plays. You'll get a floor finish that will keep your winning combinations intact by preventing floor injuries.

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You'll find this *slip-proof* Seal-O-San

finish—which the members of your squad can easily and quickly apply with a lambs-wool mop—is also easily and *inexpensively* maintained.

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Moreover, with this non-glare, soft-lustre Seal-O-San finish, you come into possession of a truly *beautiful floor*



—a floor which more and more "fans" will admire as they view the championship brand of pivoting, passing and shooting your team displays on a Seal-O-San floor.



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This completely new edition of the Seal-O-San Basketball Coaches Digest will be treasured by every coach in the country. It contains photos, diagrams, articles and suggestions on Offense, Defense and Fundamentals—written by America's leading coaches. Send for your free copy—today.

The HUNTINGTON LABORATORIES Inc.
DENVER HUNTINGTON, INDIANA TORONTO

SEAL-O-SAN

SEAL AND FINISH FOR GYMNASIUM FLOORS



THE DROP

By using slightly different grips and deliveries, a softball pitcher may impart various twists on the ball which will either completely baffle the batter or keep him in a constant state of uncertainty. The drop is one of the most effective deliveries for this purpose. When pitched correctly, the ball approaches the batter in a straight line and then dips as it reaches the plate.

The principal steps are as shown:
The pitcher holds the ball in both



Grip for Fast Ball

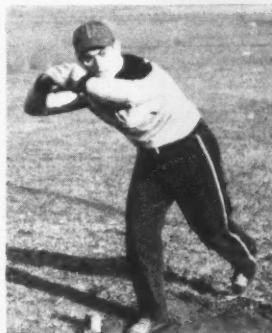
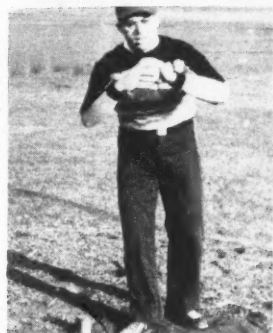
Ball is held firmly between thumb and first and second fingers. Third and little fingers are curled back. On release palm is turned to left.



Grip for Drop

Thumb is placed to right with first three fingers close together and little finger bent back. Ball, on the release, rolls off the three fingers.

hands a foot or so in front of his body with the elbows at about hip level. He starts the delivery by turning slightly to the right, bringing the ball back with a circular motion to a point behind the hip. By keeping his center of gravity low and swinging the left leg back, he picks up a tremendous whip. The arm swings forward and the ball is released in front of the body almost on line with the opposite knee. As the ball is delivered, the palm is turned obliquely upward and the ball rolls off the three middle fingers with plenty of spin.



Play Softball

IN THE SCHOLASTIC SOFTBALL TOURNAMENTS

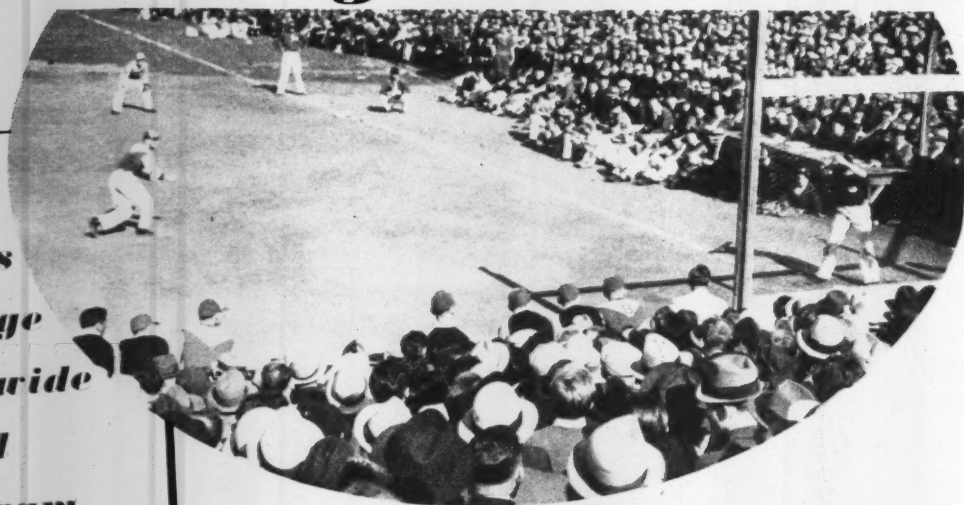
Come on, you ball players, get together a softball team from your school and enter the Scholastic Softball Tournament. It's mighty worth entering, too . . . because to every member of the winning team will be awarded a handsome pin, emblematic of the Scholastic Softball Championship. It's a pin you'll



be proud to own . . . and proud to wear. Every team has an equal chance to win. You'll have lots of fun . . . meet some real competition . . . and here's hoping you're on the winning team when the last "out" is made. Your Athletic Director has all the details.

SOFTBALL IN *your* SCHOOL

*Let
your students
take advantage
of this nation-wide
intramural
softball program*



Softball is the new American fever; the sport and fun of nearly 500,000 teams and 10,000,000 players. From coast to coast on thousands of diamonds, in the gymnasium and out of doors, millions of boys and girls are playing this concentrated version of baseball.

In your school there are many softball players. To provide a definite, organized program for the millions of American high school students, boys and girls who want to play softball, the makers of PEPSI-COLA have designed and are sponsoring SCHOLASTIC SOFTBALL TOURNAMENTS, which are available without charge to every high school in the United States. These tournaments will be managed from the office of Scholastic Coach, 220 East 42nd Street, New York, N. Y.

Fill in the coupon. Organize your students into teams. Game schedules and a trophy for every member of the winning team will be sent to you without charge and without obligation. PEPSI-COLA COMPANY offers this to every high school in America in the interest of recreational sports. You are not asked to make any purchases of any product to take advantage of this opportunity.

1 In the coupon, estimate the number of students who might be interested in joining a team enrolled in a softball tournament.

2 Upon receiving the coupon, or a copy of it, Scholastic Coach will send you an instruction memorandum which contains suggestions for conducting such a tournament. These may save time for some coaches. Others may want to follow a system of their own. Run these tournaments any way you choose.

3 You will receive 12 trophies: one for each member of the winning team and two for substitutes.

4 You will also receive drawcharts, and a **CALL FOR PLAYERS**. Post the announcement so that students who are interested can enroll. Fill in the names of teams on the Schedule Sheet, and your tournament is started.

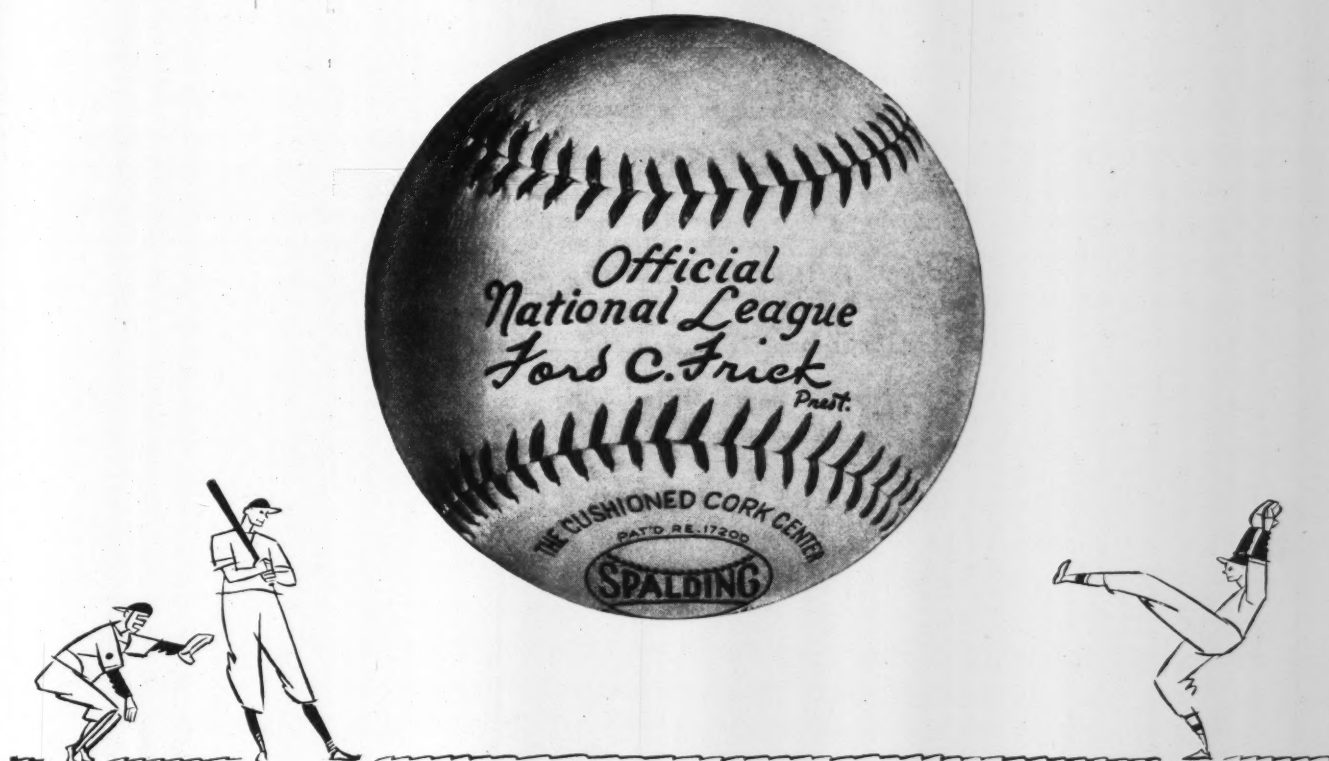
5 In the spring, Scholastic Coach will publish several articles on the game. Watch for them. They may help your students to improve their games.

6 You may have TWO tournaments in your school, if you prefer. If you want to have one tournament for boys and another for girls, two sets of trophies will be sent to you. You may start the tournament in the gymnasium and continue it outdoors, if you like.

(For your convenience in enrolling your school, use coupon that appears on page 40 of this issue of Scholastic Coach.)

THE BALL THAT STARTED

The Spirit of '76



● 1876, like the great '76 of the century before, marked the beginning of an American tradition. In 1876 the National League was organized — and when it selected an official ball, Spalding was its choice, *and has been ever since!*

Down through the generations this Spirit of '76 has marched. Baseball is our national sport, a symbol of The American Way, keeping our youth fit and free — prepared for every national need. And the Spalding ball has rolled through the years, still "the official" and still playing a leading part in the traditions of the game.

Today, when you put this ball into play, your boys will catch the spirit of the game at its best. They'll be in there with the confidence of champions, playing the kind of ball that's a tribute to American sportsmanship — the kind of ball that will make you proud to say: "I'm their Coach."

Spalding B40 Baseball Shoe

Popular running mate to the famous Spalding National League ball. Made of selected yellow back horse, fitted with tool-steel inner sole plates — non-rust. Light, snugly fitting, made to stand up to Big League standards. And priced right for limited team budgets.



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DIVISION OF SPALDING SALES CORPORATION
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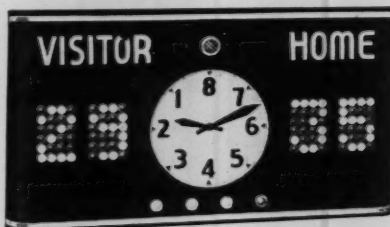
The New All-Steel FAN-SHAPED Basketball Bank!

Schools everywhere are changing over to the new fan-shaped basketball banks. Coaches are realizing the new kind of banks call for a new kind of game. Changing to the new banks is easy and inexpensive. The Porter fan-shaped bank is all-steel—and it costs less than the old-style rectangular wood bank cost!



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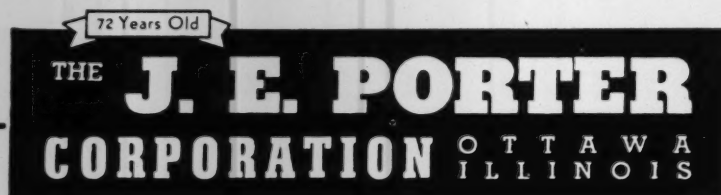
The New Improved FIGUREGRAM Score Board!



The only basketball score board with **SELECTIVE CONTROL!** Punch the button and the number you want lights up. No backing up—no running through ten digits to correct a mistake. All electric and fully automatic—yet, no motors or magnets. Fool-proof **DIRECT WIRING** throughout.

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SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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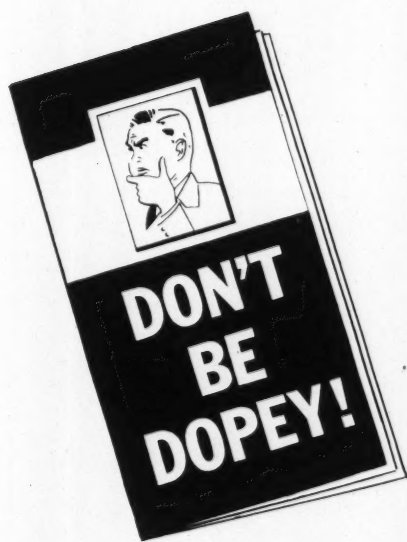
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★ *against colds!*

★ Never before has it been so vital for our Nation to be strong. It is more important than ever for young men to safeguard health — to avoid colds that frequently result in more serious illness. "Durene" athletic garments and knitted shirts and shorts for everyday wear provide valuable protection against chills, colds and muscular stiffness. The double-fast absorbing and evaporating qualities of Durene mercerized cotton yarn provide a first line of defense against colds. Always insist on "Durene".



Tens of thousands of these little booklets, containing simple health rules on how to avoid colds, have been distributed to students by Physical Training Directors and Athletic Coaches. Do you want a supply for your students? Write to

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470 Fourth Avenue, New York • Dean Hill, *President*

THE PHYSIOLOGY OF ATHLETICS

IV Pace

THE best pace for any race is such that at the finish the contestant has utilized his maximum supply of energy. In other words, if he is still fresh or has something left at the finish, his pace was too slow. Conversely, if he is exhausted before the finish, his pace has been too fast.

In races of short duration, pace does not have to be considered. The athlete can rely on his ability to go into "oxygen debt" and, therefore, need save nothing. He may travel at top speed to the finish line. The term "oxygen debt" means that the muscles which are contracting without oxygen must later utilize oxygen for their recovery. This recovery oxygen pays off the debt, so to speak, of the muscles which have contracted in the absence of oxygen.

A muscle in the absence of oxygen cannot contract for a long period of time, as oxygen is needed for recovery. Consequently, in races of long duration, the oxygen intake must nearly balance the oxygen utilization in order to continue the activity.

The onset of second wind, experienced by most athletes early in the race, is thought to be the period at which the oxygen intake is balancing the oxygen outgo. Thus, short races between athletes of equal strength and skill will be won by the men who can build the greatest oxygen debt; whereas long races between the same men will be won by those who have the greatest oxygen intake in relation to their oxygen outgo.

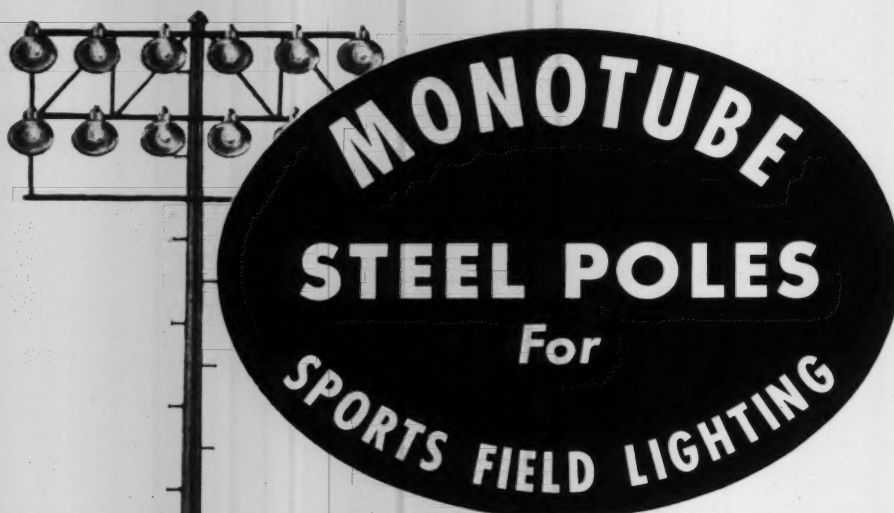
Athletes in endurance contests must adapt their pace to their oxygen intake, making sure they can finish the race before the maximum oxygen debt is incurred. This pace can be established only by experience. Each athlete must determine his own pace.

Changes of speed, during a race have been found to consume more energy than is used in maintaining a steady pace throughout the race. Coasting at certain intervals is time consuming and the energy required for acceleration is costly.

A few coaches and experimenters in sports physiology have developed pacing machines with which the athlete may adjust his rate of speed and maintain it throughout the race. Some coaches clock their athletes, shouting off the time at each lap. Many good athletes have been known to carry stop watches on their hands to check their pace whenever necessary.

Paavo Nurmi, the greatest distance runner of our time, was the outstanding exponent of the latter method. Although he was the keenest judge of pace that ever lived, he carried a watch in all his races to make certain he was following out the time schedule he had set for himself.

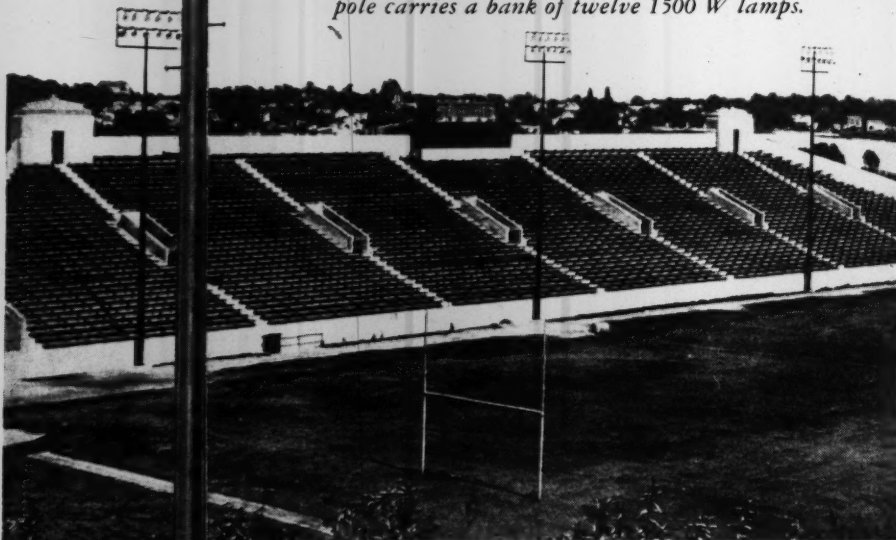
LAURENCE E. MOREHOUSE



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CANTON, OHIO

FIVE months have elapsed since Representative Pius L. Schwert of New York introduced Bill 10606 in the House of Representatives—the measure more familiarly known as the National Preparedness Act for Health Education, Physical Education, and Recreation in Schools and Summer Camps.

At the time, we gave this bill our full support and urged the country's school men to do likewise. We knew full well that the bill stood little chance of passing a House busy with emergency legislation, but pointed out that a new Congressional session would dawn on January 3 and that at that time a bill hewn along the same lines of 10606 might again be presented.

All this has come to pass. Bill 10606 died a natural death. Congress opened shop again on January 3. And even now Mr. Schwert has up before the House a revised edition of 10606.

The new combination of integers on the bill is 1074. But the essence remains the same. Several points have been clarified, a few loose ends knotted and the word "athletics" projected more prominently into the picture. Over 1,000 letters were scanned during the Christmas recess and a few excellent suggestions incorporated into the bill.

One fear voiced was that the bill might sap the strength of the state groups. If we endorse federal subsidization, some men queried, won't we have to surrender freedom of local autonomy and control?

You don't have to go farther than the first two pages of the original bill to find your answer. The bill specifically states that the program will be administered "*without Federal control over educational policies of States and localities. The provisions of this Act shall therefore be so construed as to maintain local and State initiative and responsibility in the conduct of education and to reserve explicitly to the States and their local subdivisions the administration of school programs. . . .*" (The italics are ours.)

To allay any doubts, however, several modifications have been made that bring this point out in still bolder relief.

By now practically every school man is aware of the contents of this bill and its tremendous educational import. The task that remains is to help push it through the House. The way to help is to give it your active

Here Below

support. As Professor M. E. Potter, of the physical education department at the University of Kentucky, asserts in the January issue of *The Kentucky High School Athlete*:

"It is up to 'we the people' to support this measure. If the bill dies in committee, if it is defeated in the House or the Senate, it will in large measure be the result of the lack of interest and action that you and I and every other teacher of health, physical education and recreation manifest in this matter.

"Our national Association (American Assn. for Health, Physical Education and Recreation) and its officers are devoting time and money to support this measure. Many of our outstanding writers, leaders and thinkers are giving their support. However, this is not enough. Our national Association is but one unit; our leaders are relatively few in number compared to our total group.

"If this Bill is to become a functional reality every member of our profession must give his time and interest to support its passage through our Congress. The final disposition of this Bill will be the result of work accomplished by precinct workers, not political leaders. You and I are precinct leaders—let's do our share."

GREAT was the jubilation in the scholastic coaching ranks last month when Paul Brown, 32-year-old Massillon, Ohio, mastermind, took over the x and o professorship at Ohio State University. High school men have scaled many a college wall before, but not since Bob Zuppke of Chicago Oak Park High School stepped into the Illinois berth in 1913 has a schoolboy coach "made" the Big Ten in one jump.

What makes this move even more flattering to the scholastic coaching profession in general, was the support Brown received for the job. Almost the entire state was behind a "draft Brown" movement. Even the

University's legions of Monday Morning Quarterbacks rallied to his cause.

Although Brown comes up to the big-time with no previous college experience, he should have little trouble orienting himself. He is an alert, likable fellow who can keep his players up on their toes and make 'em like it.

At Massillon, a town that knows and loves football, he was a favorite son, having himself

once played for the school. He was the second smallest quarterback in Massillon history. The No. 1 man is also prospering these days. We refer to Harry Stuhldreher of Wisconsin.

Brown's record speaks volumes for his grey matter. In nine years Massillon has won 80 games, lost 8 and tied 2. Out of the last 60 contests, Brown has lost only one. In five seasons his team was undefeated. No wonder the Massillon chapter of the Monday Morning Quarterbacks is suffering from malnutrition!

We only hope Michigan reads the box scores.

JUDGING from the major note of most high school and college yells, adolescent America is simply brimming with a desire to lop off somebody's head, preferably those of the other team. Many of our best yells have to do with murder, decapitation (Give 'em the ax, the ax, the ax!) and death by strangulation.

Since it was America that gave the world that fine old impartial slogan, "May the best man win," all this is sort of embarrassing as well as downright bloodthirsty. So it was with pleasure, recently, that we detected a trend away from these sanguinary overtones. While our new cheers retain that precious wackiness we all love, there now appears new and refreshing notes of detachment. As a sample we give you the new yell composed by the engineering department at Purdue University:

"E to X, DY, DX, E to X, DX; cosine, secant, tangent, sine; three point one four one nine; square root, cube root, BTU; slapstick, slide rule, yea Purdue."

WE CAUGHT a preview of the new National League film the other day and found it as engrossing and educational a baseball film as we have ever seen. Filmed under the knowing eye of Ethan Allen, *Winning Baseball* takes you on a

(Concluded on page 40)



Read the letter. It tells about one of the many Wilson products which sustain Wilson's right to leadership.

WILSON "GOLDEN GLOVES" BOXING GLOVES will again be used in the Cleveland Plain Dealer GOLDEN GLOVES TOURNAMENT, and in many others, this year.

Wherever the game is hardest and fastest—where the finest equipment alone is good enough—the name "Wilson" will be found. That's why "It's Wilson Today in Sports Equipment"—In tennis, golf, badminton, football, baseball and basketball Wilson Equipment is used and endorsed by the greatest group of stars in America. For the latest in design and construction be sure your equipment is made by Wilson Sporting Goods Co., Chicago, New York and other leading cities.

Wilson
SPORTS EQUIPMENT

Another Testimonial to WILSON LEADERSHIP

by SAM OTIS

*Sports Editor and Director
of the
Cleveland Plain Dealer
Golden Gloves Tournament*



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LARGEST MORNING AND SUNDAY CIRCULATION IN OHIO

B. P. BOLE, PRESIDENT JOHN S. MCCARRRENS, VICE PRES & GEN'L MGR PAUL BELLAMY, EDITOR

December 27, 1940

Mr. Joseph S. Newman
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1740 East 12th Street
City

Dear Joe:

Thank you for apprising me of the arrival of the gloves for the Plain Dealer's thirteenth annual Golden Gloves Tournament.

I know from experience that they will again prove satisfactory. We have been using the Wilson glove for years, and they have stood the rigorous test of the four days of fighting in a highly pleasing manner. In the hundreds of bouts that have marked our tournaments, we never have found a single flaw in any glove and neither has any coloring ever come off a Wilson glove.

As a matter of comparison, I might add that one year we used a glove of a different make with sad results. About eight or ten pairs failed to stand the grind and the dye from these gloves came off and decorated the boxers in most grotesque fashion. No such thing ever has happened in the years we have used the Wilson glove and we are happy to recommend it to others conducting tournaments that require nothing but the best.

Very truly yours,

Sam D. Otis

SAM D. OTIS
Sports Editor and
Golden Gloves Director



ROSE BOWL GAME TECHNICAL REPORT

By E. C. Horrell

Head Coach, University of California at Los Angeles

IN A SPECTACULAR, thrill-packed, wild-scoring game before 91,000 fans, Stanford University defeated the University of Nebraska 21 to 13 in one of the greatest of Rose Bowl games.

From the opening kickoff, which Francis of Nebraska returned to the 48-yard line, and then pushed over for a touchdown four minutes later, until Kmetovic's 40-yard punt return and Albert's daring throwing at the end, there was in evidence both the technical and spectacular brilliance of two well-coached teams.

Nebraska opened the game with a rush. Francis received the kickoff on about the center of the 28-yard line, returned a few steps up field then broke to the right up the sideline behind a well-formed mass of interference. Seven plays later he scored the first touchdown of the game. Two reverses and two "mouse trap" plays accounted for all but eight yards of the distance.

The power, the excellent execution of individual blocking assignments and the apparent high morale of the offensive team made this a drive which will long be remembered in Rose Bowl history.

Stanford, finding themselves in a hole, as they had in several games last fall, opened up with a specially prepared attack, but soon

dropped this for the "Model T" formation they used so successfully during the season.

Long gains were scored by Kmetovic of 17, 15 and 24 yards, respectively, placing the ball deep in Nebraska's territory. After once losing the ball on the 25-yard line, the Indians came back with a 47-yard drive to score from the 10-yard line, Gallerneau going over standing up. The play on which he scored accounted for touchdowns against almost every team Stanford met last season. (See **Diag. 3**). Score 7-7.

Huskers break tie

The second period was equally thrilling, with Nebraska scoring from the Stanford 33-yard line on a long pass after Zikmund recovered Kmetovic's fumble of Rohrig's quick kick. On the following play Rohrig beautifully executed a pass to Zikmund behind Gallerneau, who is considered one of the Coast's best pass defenders. Linskog blocked the attempted conversion. Score 13-7, favor of Nebraska.

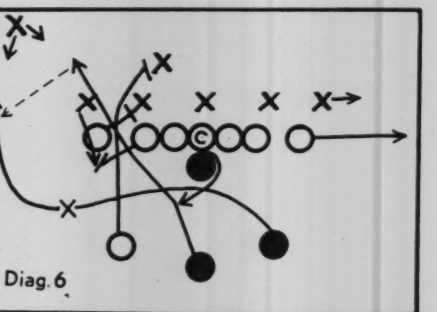
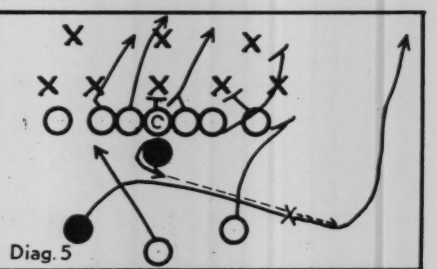
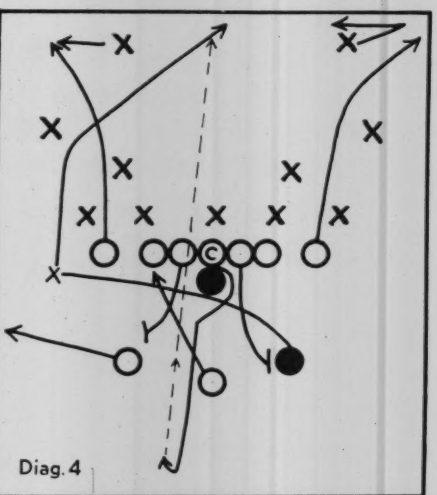
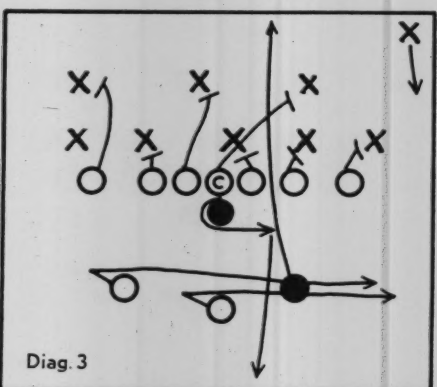
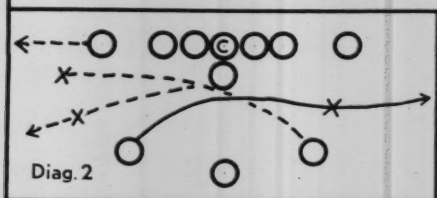
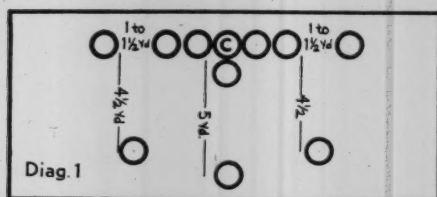
Again in the hole Stanford took the ball on the 35-yard line, after Rohrig kicked out of bounds, and went 65 yards in eight plays for a touchdown. The last play of the drive was a long pass to Gallerneau, who broke in between the two deep

men in Nebraska's defense, which on this particular play was a 5-2-2-2. (**Diag. 4**). Albert converted with a place-kick. Score 13-14, favor of Stanford.

The third quarter opened with Francis kicking off to Stanford's four-yard line, where Kmetovic received the ball and returned it to the 25. Three plays later Albert quick-kicked 68 yards over the Nebraska goal line. Nebraska made a first down, then kicked on fourth down of the next series to Albert on the 14-yard line, who returned to the 24.

Stanford marched from her 24-yard line to the Nebraska two-inch line, and there was stopped by a great last-ditch stand. Nebraska's renitency was extraordinary in view of the fact that it was accomplished with a 5-4-2 defense and that Stanford had the ball on the one-yard line with first down and goal to go.

It was following this goal-line stand that Hopp kicked from behind his own goal line under tremendous pressure from the Stanford ends and linebackers (6-2-2-1 defense) to Kmetovic, who returned the ball from right to left almost straight across the field, then cut back and skirted the sidelines for another score. (**Diag. 9**). Albert again place-kicked the extra point. Score 21-13.



In spite of the lead Albert continued to play a daring passing game up to within six plays of the final gun. Nebraska did not threaten again.

With this general picture of the game in mind, it is interesting to note some of the more technical angles of the game. The matter of individual technique, the plan of organization, the systems of attack, the technique of throwing and receiving passes, punting and place-kicking, etc.—are too exhaustive to cover in this report, but some of the highlights are recorded as they appeared to the writer.

Nebraska operated primarily from a single wing formation which they threw to both sides. The great threat of the formation germinated from the reverses which were executed with either the fullback or the tailback receiving the ball and reversing it to the wingback or spinning through the line with devastating cross-blocking on Stanford's hard-charging linemen.

Early in the game Banducci, Stanford's right tackle, was allowed to slip through and Francis, after spinning to Luther, who carried out the fake excellently, then turned back (half spin) and ran 19 yards to the Stanford 36. Petsch, blocking back, completely eliminated Banducci from the play with a shoulder block that dumped Banducci directly in the way of the end. Palmer, Stanford's center linebacker, was blocked from such an angle and hit so hard that he probably doesn't know yet who hit him.

Nebraska followed this with another "sucker" play on the center lineman and this netted 12 yards. The blocking and the whole timing of the plays were a treat to behold. (Diags. 13 and 14.)

Stanford tightened its defense and played across the line much more cautiously after being "mouse-trapped" and Nebraska very wisely elected to give the ball to Luther on a reverse who skirted the left end of his line to the nine-yard line. After Francis bucked over guard for two yards, Hopp reversed to Luther who cut inside the end for five yards. Francis then crashed over on an off-tackle buck.

The Cornhuskers complemented their ground game with a superb aerial attack. Rohrig tossed both the short and the long ones well. He made his passing more effective by looking at another receiver before delivering the pass. The pass to Zikmund was especially well placed and was thrown high enough so that Gallerneau had no chance of touch-

ing it once Zikmund got behind him.

With both teams using five-man lines on defense, there was little pressure put on the passer. Both teams had good protection for their passers and ample time to execute the pass after surveying the field. Stanford enjoyed an unusual freedom in this respect, giving Albert ideal conditions under which to display his ability.

Stanford's Model T

For the benefit of those who have not seen the T formation in action, you may describe it as a formation in which every man plays in the position the score card assigns him. In short the line is balanced, the quarterback is behind center and the other three backs are in line behind him. This backfield alignment forms the letter "T," thus the name.

The quarterback stands directly behind the center with his hands between the center's legs and his chest over the pivot's hips. The passage of the ball between the center and the quarterback is an automatic and blind exchange. The quarterback takes the ball directly from the center's hands as the latter passes it up into his crotch.

The other backs are as indicated in Diagram 1 with the fullback five yards directly back of center and the halves four and a half yards directly back of the holes between the ends and tackles.

The plays may be executed directly off the T or with any one of the three deep backs in motion. The backs may move in either direction. While the full makes the most of this option, dividing his time equally between dashes to the left and to the right, the halves usually cross to the opposite side.

The ends also add to the enemy's confusion occasionally by fanning out to the side. Only one moves out on any play, however. Thus, there may be a seven count or more as the boys maneuver into position. First one man shifts to a set position. As he comes to a stop, a second man darts out. The team may start while the second man is still in motion, or they may wait until he drops into a set position.

Diagram 2 shows some of the possibilities of this offense. The left half here is illustrating the usual kind of man-in-motion Stanford uses. The ball is snapped back as he reaches the point marked "X."

The movements of the right half are typical variations, the man in motion moving into a flanker position before the ball is snapped. He starts as soon as the left end sets his

feet after fanning out to the side. The plays are all timed and executed according to the quarterback's count.

The attack has the advantage of precise timing. The ball-carrier reaches the hole just as his teammates are clamping on their blocks, and before the defense has been able to attain full momentum. Through a carefully-timed man-in-motion, Stanford gets a single wing, a flanker and other formations without the one-second pause that is necessary in shifting.

There is a constant threat of a play into the line, forcing the linebackers to hold their posts until they are sure the faker does not have the ball. If the linebackers are delayed that long, they are too late to cover other vital territories effectively. The T also has the advantage of providing superior blocking angles on the secondary, due to the delay of the defense in locating the ball and fathoming the play.

Most defensive men are caught out of position and find difficulty in recovering. Often the play does not follow the man in motion; yet the defense cannot afford to ignore him. Each time a flanker goes out a defensive man must go with him. It is much easier to decoy a man out of the play than it is to knock him down. If the defense is not decoyed, the flankers become receivers of forward and lateral passes.

A change in the timing of the snap signal from the man-in-motion to the set formation is sure to catch some of the opponents on their heels. Another factor contributing to Stanford's success is that they use a greater variety of plays than most teams. It is remarkable how well they are all executed.

Shaughnessy's psychology

Although Coach Shaughnessy had few good replacements for his first-stringers, he gave every man on the team the thrill of playing in the Rose Bowl. It was an expression of his confidence in them to play their best under fire. It probably was this sort of reciprocal confidence that brought Stanford in one season from a cellar position in the Pacific Coast Conference to the winner of the league and of the famed Bowl game.

Stanford's opposition last season found Standlee a hard-driving fullback and Albert an outstanding passer. The halves were great receivers and so were the ends. With the constant threat of a run or a pass, the opposition was always in hot water. If Stanford lacked an outstanding passer or a fullback the pressure would have been greatly

relieved, inasmuch as a primary responsibility could have been assumed.

Furthermore, it was impossible to put a cup defense around the T, since there is a man in motion and ends out wide to whom the ball can be passed. Very seldom did the Indians mass interference.

Several of Stanford's pet plays are shown in the accompanying diagrams. When the play in **Diag. 3** is timed correctly, there is very little the defense can do to stop it.

The play is executed very fast and usually follows the man-in-motion play, catching the defense flatfooted. Both the left half and the quarterback carry out their fakes, drawing the defensive half's attention to the backs moving parallel to the line of scrimmage. The one-step feint in the opposite direction by the full and the left half is sufficient to freeze the center linebacker and let the guard block him away from the ball-carrier.

Obviously the hole is open only for an instant, and it is the fine timing and precision of the blocking that makes it go.

After Nebraska's second touchdown Stanford evened up matters with the pass play outlined in **Diag. 4**. A man-to-man defense apparently was played here, leaving Gallerneau to be covered by the halfback, who hesitated in order to check the man in the flat zone.

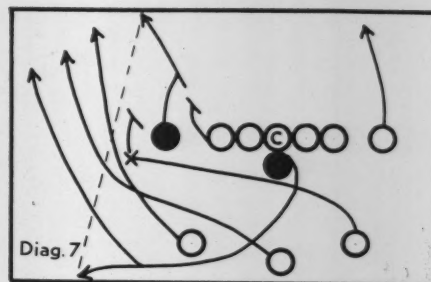
As soon as the pass was thrown Rohrig left his man and attempted to cover the receiver, but he over-shot the tackle and Gallerneau scampered to the promised land.

The play in **Diag. 5** broke very fast with Kmetovic receiving the ball in full stride as he passed the defensive end. He was out of reach of the linebacker before the defense was aware of the play's direction. Albert turned to the left as though to give the ball to fullback Standlee, then tossed a two-handed underhand lateral to Kmetovic who outran the halfback but was brought down by the safety.

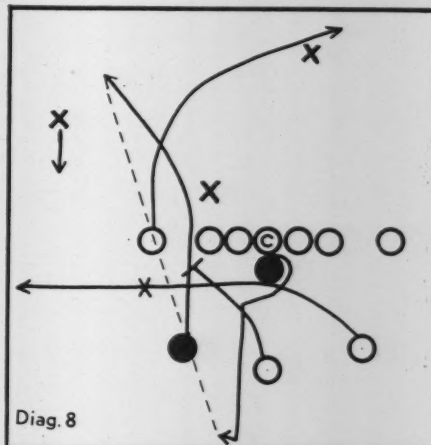
As the Cornhuskers started solving the outside plays, Stanford came up with **Diag. 6** or one of its many variations inside the ends. The right half is in motion on this play and the ball is snapped as he reaches a point behind his left end. This had been a favorite of the Indians all season.

Diag. 7 starts very definitely as a running play, with Albert being given the option of running or passing according to the lay of the land.

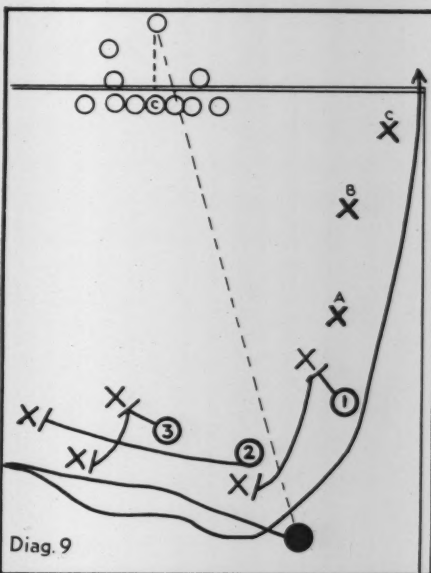
A sample of Shaughnessy's ingenuity in dressing up one play to look like another is illustrated in **Diag. 8**. Starting out identically as **Diag. 6** it



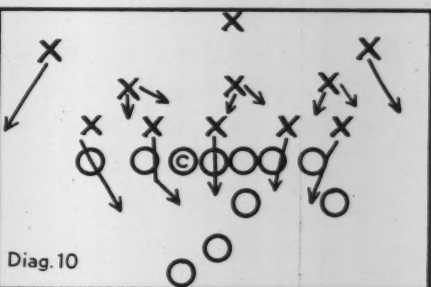
Diag. 7



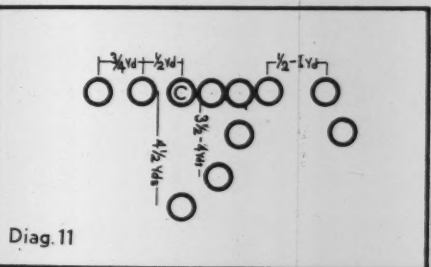
Diag. 8



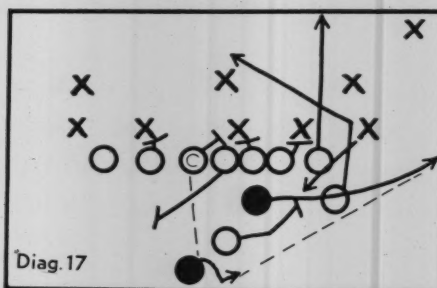
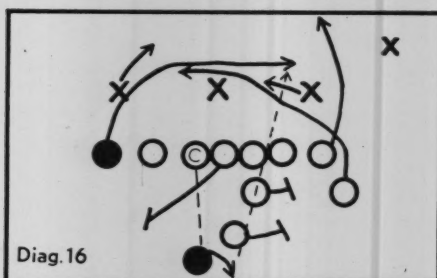
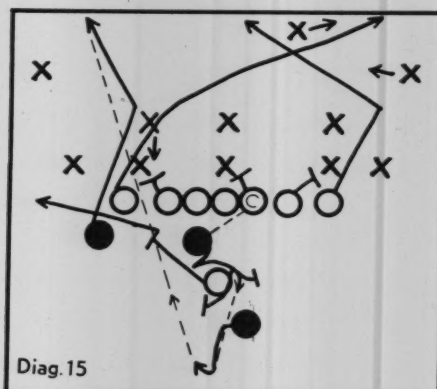
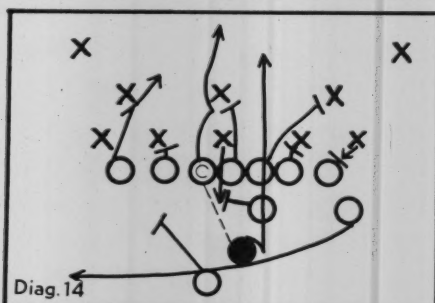
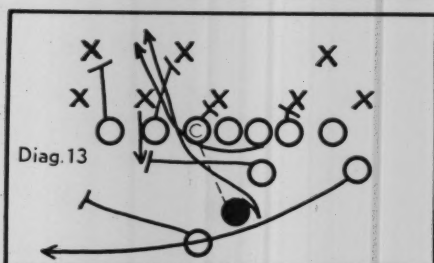
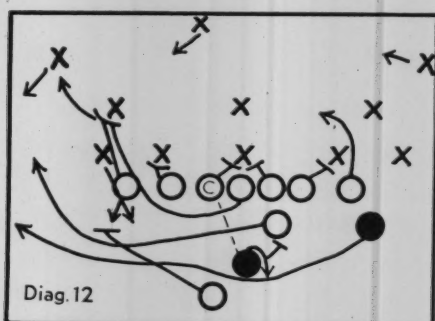
Diag. 9



Diag. 10



Diag. 11



develops into a pass instead of a run.

Logically, the linebacker must cover the buck as he did before, the halfback must cover the man in motion and the safety the end. If the defensive half stays back to cover the Indian left half, Albert throws to the flat man. If there is any question as to which man the half is going to cover, Albert will fake a throw to the man in the flat, allowing Kmetovic a chance to break beyond the half, and then throw to Kmetovic who should be entirely in the clear, the safety having been drawn over by the left end.

Diag. 9 outlines the most sensational run of the day, Kmetovic's 39-yard punt return that sewed up the game. It was a superb demonstration of the art of setting up the defense and following it up with an excellent choice of cutting and broken-field running. The downfield blocking was a sight to behold, with Huskers being strewn like cornstalks over the turf.

Armstrong (No. 1) blocked Preston and then came back to take Knight. Parker (No. 2) led Kmetovic and took out Alfson and Prochaska as the ball-carrier reversed his field. Albert (No. 3) blocked Knight first and then Preston, who was chasing Kmetovic after recovering from his block by Armstrong.

On Kmetovic's flight down the sideline Francis (a) was mowed down by Palmer and Luther (b) hit by Meyer. Luther, however, shook off his block and dove for the ball-carrier at point c. Unhappily for the Huskers he missed.

Stanford on defense

On defense Stanford operated primarily from a 5-3-2-1 (Diag. 10). The line crashed hard, attempting to make Nebraska "show" as early as possible, and the linebackers piled rapidly into the hole the ball-carrier headed for. The halves and the linebackers were responsible for the wide plays, but the latter were responsible first for the territory to the inside.

The ends were charged with driving the play deep enough so that the linebacker could come up and make the tackle if the play went around; otherwise, it appeared, the ends were responsible for the territory inside to the tackle.

The tackles covered to their inside and the guards had the territory immediately in front of them.

The biggest problem Stanford experienced was that of crashing in and trying to pick the play rather than defending territory first.

Against passes the Indians em-

ployed a 5-2-2-2 or a 5-2-2-1-1 with the last two men staggered. They attempted to rush the passer more than Nebraska. They played what seemed to be a zone defense with rotation of the backs to strengthen the territory left by the half covering the man in the flat.

As a rule the Stanford linebackers came in very fast, giving the offense little chance to get a clean smack at them. This was true of their punt and goal-line defenses also. In both these situations they used a 6-2-2-1.

There was no evidence in their defense against punts that the Indians attempted to hold up the line-men in the hope of getting a long run-back. Rather, it appeared, they were always trying to block the kick. Linskog, center, found the left tackle blocking outward on the tackle, and the guard blocking on the inside man. He used this to great advantage in blocking a kick late in the game.

Nebraska's offense

Nebraska used the single wing formation in Diag. 11 as the spring-board for its attack. The formation was thrown to both sides with the players in the same position; i.e., the wingback was in the wingback spot whether the formation was shifted right or left, the strong-side end was always in the strong-side position, etc.

The Cornhuskers also used a double wingback formation from which they ran some reverses, but these were not as successful as the plays run from the single wing.

Dia. 12 to 14 show the sequence of spinner plays which completely baffled Stanford and brought the Cornhuskers within shot-put distance of the goal.

The first play (Diag. 12) apparently was used to estimate the Stanford defense and to set up the cross-blocking on the play which followed. Following this reverse, in which he gave the ball to the right half, Francis half spun, faked to the right half and drove inside his left tackle (Diag. 13). The precision of the play and the sharpness of the blocking were almost perfect.

Spinner plays like Diag. 14, the third play of the sequence which netted 12 yards, accounted for many of Nebraska's gains. They were used judiciously and were set up by beautifully executed reverses and sweeps which froze the defense until blocking contact was made.

Francis was exceptionally cool in executing the half spin to the wing, who carried out the fake perfectly.

(Continued on page 38)

INTRODUCTION TO SCHOOLBOY TUMBLING

By Eugene Wettstone

This is the first of a series of three articles on the organization and coaching of high school tumbling by Eugene Wettstone, varsity gymnastic coach at The Pennsylvania State College, whose team last year placed second in the National A.A.U. championships at Chicago. Before coming to Penn State the author, in 1935 and '37, was the Big Ten all-round gymnastic champion and in 1937 a national inter-collegiate champion. Next month he will cover elementary skills and in March, advanced tumbling.

BOYS are always tumbling: in the gymnasium, on the lawn and at the beach. The physiological source of this "drive" is deeply rooted, going back to natural impulses and patterns of play. You may define it as that interest, common to most adolescents, in manipulating the body, in self-testing for accomplishment and in the expres-

best high school tumbling teams are coached by men who, though keenly interested and well informed, have never actively engaged in the sport.

The purpose of this series is to present methods of coaching high school tumblers and detecting potential material, and also to elaborate on a few ways of organizing the squad. Coaches who are not well informed on the fundamentals may pick up many of the rudiments by reading books on the subject. The following are recommended: *The Tumbler's Manual* by W. R. LaPorte and A. Renner, *Apparatus and Tumbling Exercises* by Leopold F. Zwarg and *Tumbling Illustrated* by L. L. McCloy.

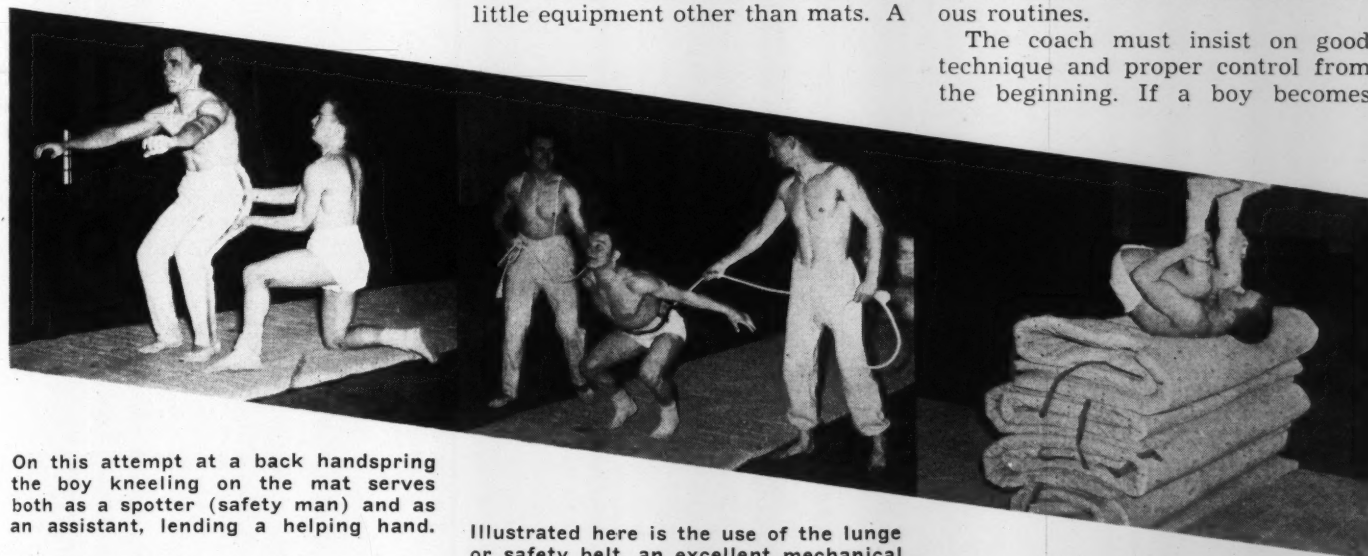
The approach to tumbling and the elementary skills can be taught with little equipment other than mats. A

Definite objectives and goals are of value in motivating the squad

are more supple and will take punishment and defeat without discouragement. Skills should be taught then, when the muscles are still pliable and it is easier to limber up without becoming stiff.

In starting out it is obvious that the elementary things should come first. Stay with the fundamentals until they have been mastered. Practicing a skill once or twice is never sufficient for mastery. The more a trick is repeated, the more faith the boy develops in himself and the better his foundation for the more difficult tricks to follow. If a high school boy is correctly motivated, it should not be difficult to interest him in practicing a skill over and over again, especially when the elementary skills are worked into various routines.

The coach must insist on good technique and proper control from the beginning. If a boy becomes



On this attempt at a back handspring the boy kneeling on the mat serves both as a spotter (safety man) and as an assistant, lending a helping hand.

sion of self through physical activity.

In the average school, stunts and tumbling are more popular with the students than heavy apparatus work. One of the principal reasons for this is that tumbling requires less in the way of arm strength. It places more of a premium on agility, flexibility and balance. Through the use of these fundamental muscles, the organic system is developed and stimulated to function properly. A neuromuscular development follows which results in skill in the use of the body.

With all these potentialities, tumbling still isn't receiving the attention and coaching it merits. This is probably due to the common conception that the coach himself must be an experienced tumbler. Fortunately this is not true. Some of the

Illustrated here is the use of the lunge or safety belt, an excellent mechanical aid that is attached to the tumbler's waist to prevent him from falling.

number of the regulation 5 by 10 foot mats, tied together, makes a suitable pad for routine tumbling.

An early start is probably the most essential factor involved in successful tumbling. Coaches should try to interest a large number of boys on the junior high school level, but should not feel discouraged if some drop out.

It is important to recognize potential talent in the beginning. A simple strength test of the chinning type or a series of stunts—such as vaulting over apparatus—will uncover any potential material in the required physical education classes.

Very few, if any, outstanding tumblers acquire this aptitude in late youth. At the earlier ages boys

Coaches have found this type of support effective in safeguarding the beginner front somersault against minor injuries, especially shin splints.

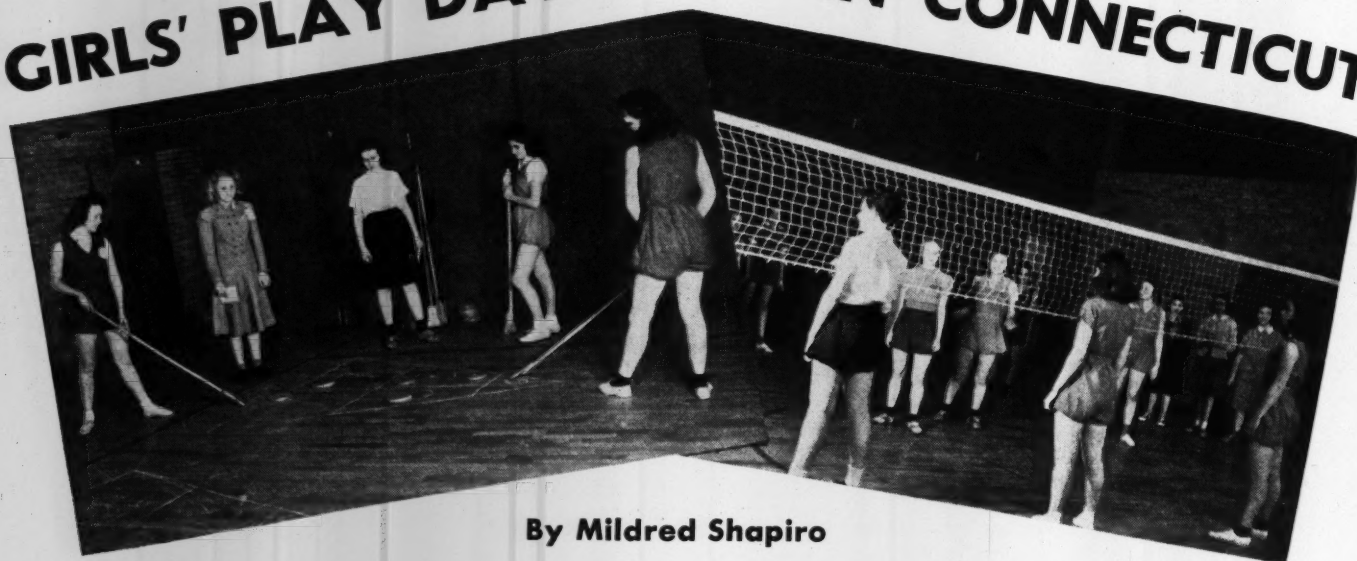
careless in his technique he will soon become careless in the way he warms up and in the way he approaches new skills.

Progress should be made with new movements in order to maintain interest. The coach should work out new routines and set up certain objectives and goals which will stimulate the competitive instinct of his boys. A definite assignment of this type will save time in practice periods. As soon as a new skill is learned it should be incorporated in a routine. Skills should be varied to make diversified routines.

Probably the most important hint

(Continued on page 36)

GIRLS' PLAY DAYS IN CONNECTICUT



By Mildred Shapiro

PLAY DAYS have been developed in our modern physical education program as a result of an effort by the profession to provide an educationally sound replacement for interscholastic competition.

The urgent need for such a substitution has been the inevitable outcome of our modern stress on "games for all." This emphasis, developing at a period when leisure-time activity was the growing problem, has made interscholastic competition, with its limited opportunities for participation, a wholly unsatisfactory and inadequate program.

Sponsored in the beginning by various university departments of physical education for women, play days in variously modified forms have grown into integral parts of programs for senior and junior high school students.

The primary aims of promoting play days for high school girls are to permit healthful participation in athletic games, stunts, seasonal sports, and rhythmic activities; to

—Play days in Connecticut received their greatest impetus four years ago when the Committee on Girls' Athletics of the state Interscholastic Athletic Conference, acting upon the suggestion of executive-secretary Walter B. Spencer, abolished the annual spring tennis tournament and substituted in its stead a Tennis Play Day. The Committee that year approached 102 schools in the hope of interesting them in a new cooperative sport program. Of these 71 expressed a willingness to cooperate, with the result that 17 play days were organized throughout the state. Today the program accommodates over 2000 students in 15 sections. Miss Mildred Shapiro, of Bridgeport, forwards an outline of the general setup, based upon materials gathered from Miss Helen Lockwood, chairman of the girls' athletic committee, and her associates.

give students an opportunity to mingle with those of other schools; and to give them active experience in planning and executing the day's schedule. By healthful participation is meant spontaneous fun, unspoiled by the tension of over-excited audiences; fun that provides wholesome competition with a genuine, friendly, play spirit predominating.*

There are any number of ways to organize play days. In Connecticut there are five types. The first is the Inter-Class in which groups from certain classes compete against similar groups from other schools.

The second is the Inter-Organization where a team from one school competes against a unit from another school. In this type of play day several sports are offered to the girls, who may enter those appealing to them.

A Seasonal Play (Sport) Day is a third type. The sport of the particular season is played by mixed teams from all the participating schools. In keeping with the spirit of the affair, sensationalism and "starring"

are played down to cooperative team effort and friendly participation.

The fourth type of play or sport day is the Rotary Seasonal in which a unit consists of six schools. Each takes a turn to organize a specific sport day every two years. In this program stress is placed on the skillful playing of fall, winter and spring activities by the better-than-average girl.

City-Wide play days constitute the fifth type. For this affair several schools in a city send representatives to the one designated as the hostess. This meeting is organized for the purpose of giving the less gifted, the average and the outstanding athletes an equal chance to participate.

After the type of play day has been decided upon, the next step is to determine when to hold it and whom to invite. The affair may be held in the morning and followed by luncheon or held in the afternoon and followed by tea; or it may

(Concluded on page 31)



Set 'em Up . . .



Knock 'em Down!

*State Department of Education (Washington): *Health and Physical Education, A Program for High School Boys and Girls.*

NEBRASKA GYMNASIUM EQUIPMENT SURVEY

By Charles E. Miller

Ninety-eight of the schools covered have from one to thirteen pieces of apparatus available

Charles E. Miller, gymnastics coach at the University of Nebraska, was one of the guiding lights behind the success of the first Nebraska state championship gym meet. Out of this meet came the inspiration for his survey on high school gymnasium facilities.

EARLY last spring fourteen members of the Nebraska State High School Activities Association gathered at the state university for the first championship gym meet ever held in the state. Started more or less as an experiment the meet proved its worth in every respect; so much so that it was put on the calendar of events for the coming year.

As numerous requests started coming in for further information on various phases of the meet, there grew a curiosity on our part concerning the number of schools having gymnasiums and the type of equipment that could be found in them.

To gather this information we drew up a questionnaire dealing with apparatus and mats, and sent it to the superintendents of the 600 schools listed in the state high school education directory. There was no attempt to classify the schools; large and small, consolidated, county and rural high schools all received the questionnaire.

Replies were received from 402 of these schools. Two hundred and ninety-nine reported gymnasiums, but several qualified their reports with statements to the effect that their gyms were rented halls or only assembly rooms with the seats removed. In one case a basement was serving as a recreation room. In all there were ten such reports. One school reported a gym but stated that it was out of use. These were included in the total of 299.

The remainder of the reporting schools, 103 in number, declared they did not have gymnasiums. Some reported they would have one as soon as new buildings were completed, while others mentioned plans in the making. These were all placed among the have-nots.

Ninety-eight schools reported gymnasium equipment of the nature indicated in the survey, while 201 stated they had neither light apparatus, heavy apparatus nor mats. One school reported the availability of all types of equipment but not in the gym. Another reported equip-

ment of gymnastic nature but failed to specify the type.

Tumbling mats lead all other types of equipment by a wide margin, as you may observe in the following table. Ninety-two schools reported tumbling mats as such, and two others reported the use of mats as goal pads. These two were not included in the table.

Gymnasium Equipment in 98 Nebraska High Schools

| Type of Equipment | No. Reporting |
|-------------------------|---------------|
| Mats | 92 |
| Horizontal bar | 27 |
| Climbing rope | 26 |
| Flying rings | 23 |
| Side horse | 23 |
| Parallel bars | 22 |
| Springboard | 17 |
| Buck | 6 |
| Indian clubs | 4 |
| Stall bars | 3 |
| Wands | 3 |
| Dumb-bells | 3 |
| Climbing pole | 1 |
| Vaulting box | 1 |
| Hoops | 1 |
| Tumbling belt | 1 |
| Low parallel bars | 1 |
| Traveling rings | 1 |
| No report | 2 |

Size and Number of Mats in 92 Nebraska High Schools

| Size in feet | Number |
|--------------------------------|--------|
| 3 by 6 | 4 |
| 3 by 9 | 12 |
| 3 by 15 | 2 |
| 4 by 6 | 11 |
| 4 by 8 | 13 |
| 4 by 13 | 2 |
| 5 by 5 | 4 |
| 5 by 7 | 7 |
| 5 by 8 | 8 |
| 5 by 10 | 61 |
| 5 by 11 | 2 |
| 5 by 12 | 2 |
| 5 by 14 | 2 |
| 5 by 15 | 3 |
| 6 by 8 | 27 |
| 6 by 10 | 7 |
| 6 by 12 | 9 |
| 6 by 20 | 8 |
| 7 by 10 | 1 |
| 8 by 10 | 15 |
| 9 by 10 | 1 |
| 9 by 12 | 1 |
| 9 by 15 | 2 |
| 10 by 10 | 2 |
| 12 by 12 | 2 |
| 16 by 16 | 3 |
| Small | 3 |
| Medium | 2 |
| Size not reported .. | 38 |
| Size or no. not reported | 8 |

From the data gathered on mats, one may assume there is no such thing as a standard size. Several schools reported mat sizes that

would indicate they were used for boxing or wrestling. Thirty-eight mat returns were not accompanied by measurements, while eight schools reported mats but gave neither size nor number. The number of mats found in each school ranged from two to ten, with the average about five.

After mats the most popular items of equipment, in order of frequency, were: horizontal bar, climbing rope, flying rings, side horse, parallel bars, spring board, buck, and Indian clubs. There was no attempt to record the total number of each piece of apparatus. In other words, if a school had several spring boards, only one was counted in the table. One school reported two completely equipped gyms but received only one tabulation mark for each piece it checked.

The table that follows offers a comparison of equipped gyms in 98 of the Nebraska schools. The paraphernalia available for use in these gyms range from one to thirteen items of equipment.

1. Schools reporting only one unit.

| | |
|----------------------|----|
| Tumbling mats | 48 |
| Medicine balls | 1 |
| Climbing rope | 1 |

2. Schools reporting two units.

| | |
|-------------------------------|---|
| Flying rings and mats | 1 |
| Climbing rope and mats | 2 |
| Side horse and mats | 1 |
| Mats and tumbling belt | 1 |
| Parallel bars and mats | 2 |
| Horizontal bar and mats | 2 |
| Spring boards and mats | 1 |

3. Schools reporting three units.

| | |
|---------------------------------------|---|
| Mats, wands, dumb-bells | 2 |
| Mats, wands, Indian clubs | 1 |
| Horiz. bar, side horse, mats | 1 |
| Horiz. bar, parallel bars, mats | 2 |
| Horiz. bar, climbing rope, mats | 1 |
| Flying rings, ropes, mats | 2 |
| Spring boards, rope, mats | 2 |
| Mats, dumb-bells, Indian clubs | 1 |

4. Schools reporting four units.

| | |
|---|---|
| Side horse, mats, dumb-bells and Indian clubs | 1 |
| Horizontal bar, parallel bars, flying rings, and mats | 1 |
| Horizontal bar, parallel bars, side horse and mats | 1 |
| Horizontal bar, parallel bars, climbing pole and mats | 1 |
| Horizontal bar, flying rings, climbing rope and mats | 1 |
| Horizontal bar, spring boards, climbing rope and mats | 1 |

(Concluded on page 25)

| | ROXBURY III | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|--------|------|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| RF | Lutz (C) III | XXXO | X | ⊗⊗ | X⊗ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LF | Brandow II | XXO⊗X⊗ | X⊗O⊗ | XO | .. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | Weyl I | X | XXO⊗ | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RG | Griffin I | | X | X | ⊗ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LG | Cartwright II | O | . | ⊗ | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><td>R.</td><td>2</td><td>4</td><td>4</td><td>6</td><td>6</td><td>8</td><td>9</td><td>11</td><td>13</td><td>13</td><td>14</td><td>16</td><td>16</td><td>18</td><td>20</td><td>20</td><td>22</td><td>23</td><td>24</td><td>24</td><td>26</td><td>28</td><td>29</td><td>29</td><td>29</td><td>31</td><td>32</td><td>33</td><td>33</td><td>33</td><td>35</td><td>36</td><td>36</td><td>36</td><td>36</td><td>38</td><td>38</td><td>38</td><td>40</td><td>41</td><td>42</td><td>42</td><td>42</td><td>44</td><td>46</td></tr><tr><td>OPP.</td><td>0</td><td>0</td><td>1</td><td>1</td><td>3</td><td>3</td><td>3</td><td>5</td><td>7</td><td>8</td><td>8</td><td>8</td><td>10</td><td>10</td><td>10</td><td>12</td><td>12</td><td>12</td><td>12</td><td>14</td><td>16</td><td>16</td><td>16</td><td>16</td><td>17</td><td>19</td><td>19</td><td>19</td><td>19</td><td>21</td><td>21</td><td>23</td><td>23</td><td>23</td><td>25</td><td>27</td><td>28</td><td>28</td><td>30</td><td>32</td><td>32</td><td>34</td><td>34</td><td>36</td><td>38</td><td>38</td></tr></table> | | | | | | R. | 2 | 4 | 4 | 6 | 6 | 8 | 9 | 11 | 13 | 13 | 14 | 16 | 16 | 18 | 20 | 20 | 22 | 23 | 24 | 24 | 26 | 28 | 29 | 29 | 29 | 31 | 32 | 33 | 33 | 33 | 35 | 36 | 36 | 36 | 36 | 38 | 38 | 38 | 40 | 41 | 42 | 42 | 42 | 44 | 46 | OPP. | 0 | 0 | 1 | 1 | 3 | 3 | 3 | 5 | 7 | 8 | 8 | 8 | 10 | 10 | 10 | 12 | 12 | 12 | 12 | 14 | 16 | 16 | 16 | 16 | 17 | 19 | 19 | 19 | 19 | 21 | 21 | 23 | 23 | 23 | 25 | 27 | 28 | 28 | 30 | 32 | 32 | 34 | 34 | 36 | 38 | 38 |
| R. | 2 | 4 | 4 | 6 | 6 | 8 | 9 | 11 | 13 | 13 | 14 | 16 | 16 | 18 | 20 | 20 | 22 | 23 | 24 | 24 | 26 | 28 | 29 | 29 | 29 | 31 | 32 | 33 | 33 | 33 | 35 | 36 | 36 | 36 | 36 | 38 | 38 | 38 | 40 | 41 | 42 | 42 | 42 | 44 | 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Opponent (name) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

THE BASKETBALL COACH'S GAME CARD

By Roland Ross

During Roland Ross' ten years of coaching at Roxbury, N. Y., Central School he has experimented with various coaches' game cards out of the conviction that the data you hurriedly jot down while following the game are invaluable in directing the strategy of your team. He describes the card he developed in recent years, which he believes helped his team amass a record of 56 wins in 67 games over a four-year stretch.

HOW MANY basketball coaches follow the game with some sort of scorecard on which they jot vital bits of information to relay to their boys at half-time or via substitutes during the game?

The writer has found that there are about as many sideline directors who record their impressions in black and white as there are those who entrust them to memory.

A few coaches, notably Nat Holman of the College of the City of New York (C.C.N.Y.), keep an assistant manager alongside them on the bench armed with a notebook. Anything they see of interest is communicated orally to the aide-de-camp who immediately enters the note into his book. This information is used as fodder for half-time critiques or filed away in the coach's

head for reference in the future.

At Roxbury we have devised a game card (see illustration) that has served the purpose well the past several seasons. The card is made of heavy bristol board and is about four by seven inches, of convenient pocket size.

As you may notice, dots are used to indicate the shots. If the player connects, the dot is not recorded. Hence, for Lutz in the first quarter we find he shot eight times and made three baskets, which are connoted by the familiar X symbols.

We also keep tabs on our opponents by marking the spots from which they shoot. If the goal is converted the dot is circled. Some coaches may prefer to use the opponents' numbers in lieu of the dots.

The vertical lines after the names of the schools denote the number of time-outs requested by each team, and the lines after the names of the players the number of personal fouls called against each.

Under the slate of the home team there is a place for the running score so that the coach will know the correct count at all times. A coach often sits out of line with the scoreboard

and somewhat removed from the scorer's table. To avoid any strategic errors, he should always keep himself informed of the score.

The opponents' foul shots are recorded in the regular manner, except that the symbols are placed directly on the foul lines in the court diagrams. As usual an O signifies a missed foul and an X a conversion.

Among other advantages, the card tells us who is doing the shooting and who is hitting the bull's-eye. At half-time we can tell a boy just what he has been doing the first half and who is having an "on" night. The back side of the card is employed for hurried notes that we wish to discuss with the players between halves.

While this type of card may not meet with everybody's approval and while there are probably countless others that serve just as well, we have been using it with fruitful results. Any coach who would like to try it out is welcome to it.

The coach may himself keep score or, if he finds the process too distracting, charge the manager or a former player with the responsibility.

FOOTBALL NORTH OF THE BORDER

The rouge, or single scoring point, is the main difference between the American and Canuck games

(Concluded on page 30)

INTRAMURAL SPORTS IN ARIZONA

By Matt O. Hanhila

Matt O. Hanhila has been coaching at Kingman, Ariz., High School for the past seven years.

LIKE most progressive schools Kingman High augments its interscholastic athletic set-up with an extensive intramural program. This program receives the active support of the school administration. Funds are provided for a wide range of activities, such as: tag football, basketball, track, softball, tennis, volleyball, badminton, horseshoes, six-man football, boxing, and badminton.

Interest in interclass competition is keen. A cup emblematic of interclass supremacy is presented to the group winning the most points during the year. Awards are also made to the winners and runners-up in the various individual events.

The success of intramurals at Kingman interested the writer in the status of such programs in the other high schools of the state. The department of education at the University of Arizona accepted the following as a thesis: A Study of the Intramural Sports Programs in the High Schools of Arizona.

The writer drew up a questionnaire and sent it to the coaches of the 66 schools in the state. This inquiry blank was carefully checked before it was circulated, and covered the field quite thoroughly.

Sixty-one schools answered the questionnaire. 49 were four-year senior high schools, 11 were six-year junior-senior schools and one was a three-year senior high. The sizes of these schools varied considerably, ranging from one school with 4 boys to another with 2,000.

A summary of the results were promised at the time the questionnaire was circulated, and the following was sent to all the coaches.

I. PLANS OF ADMINISTRATION.

A. Number of schools having intramural programs: (1) Thirty-two, or 65.3% of the four-year senior schools; (2) Nine, or 81.8%, of the six-year junior-senior schools; (3) One, or 100%, of the three-year senior schools; (4) Forty-two, or 68.9%, of all the schools responding.

B. Groups of students for whom these programs are planned: (1) For boys only in five schools; (2) For girls only in one school; (3) For boys and for girls in 33 schools; (4) For both boys and girls, with mixed contests, in three schools.



WHERE FACILITIES ARE AVAILABLE golf offers interesting possibilities as an intramural sport. It is tremendously interesting, provides plenty of healthful outdoor recreation and falls within the physical limitations of every normal student.

C. Methods of supervision: (1) The athletic director in 24 schools; (2) A special faculty director in 11 schools; (3) Other combinations in six schools.

D. Sources of finances: (1) The board of education in 24 schools; (2) A combination of school board appropriation and interscholastic athletics funds in three schools; (3) From interscholastic athletics funds in one school; (4) Carnival proceeds in one school; (5) Combinations of sources, in each of which the school board pays a share, in several schools.

The annual extra cost per pupil that the school board lays out to run these programs is very low. In fact 16 schools state that there is no extra expense involved. In one school, however, the extra cost for intramural activities is listed as \$3 per pupil.

II. THE PROGRAM IN ACTION.

The scope of these programs is very broad, covering 24 different activities. The seven most popular sports are: basketball, tennis, softball, track, volleyball, tag football, and horseshoes. These sports are played during different seasons. Some are played as many as three seasons, while others are popular during only one season.

The number of weeks devoted to each activity varies according to the emphasis placed upon it in each particular school. The number of games played in each sport depends on the number of teams or individuals entered, and upon the length of the season. Similarly, the number of teams depends on the number of boys participating in the program, which, in turn, is directly dependent on the size of the school.

A. Administration of teams: (1)

Teams are classified as follows: Classes are used as a basis in 11 schools; Home rooms in five schools; Physical education classes in six schools; Age-weight-height data in three schools; Combinations of the above in 11 schools; and three schools allow the boys to choose sides.

(2) Practices in choosing team members: Intramural team captains choose members in 19 schools; coach or athletic director in 13 schools; Home-room team manager and the class athletic manager in eight and seven schools, respectively; Gymnasium class teacher in five schools; Home-room teacher and class sponsor in two and one schools, respectively.

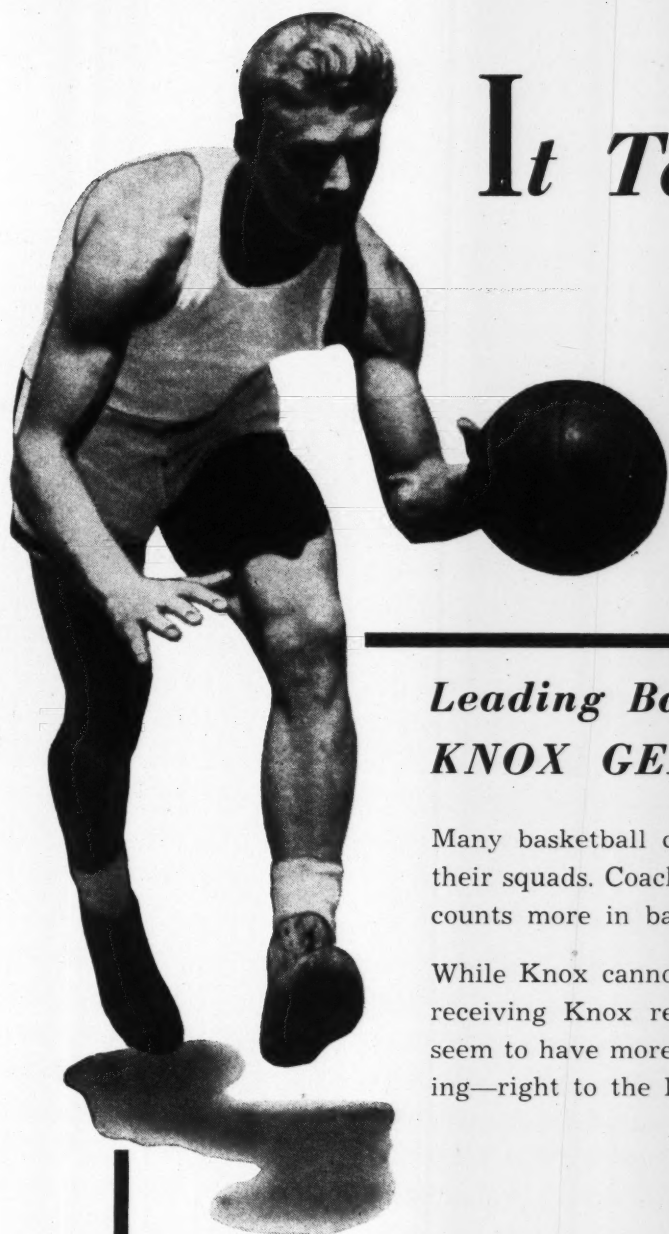
(3) Time contests are held: During school hours in 23 schools; After school in 26 schools; During the noon hour in six schools; After supper in three schools; On Saturday in one school.

(4) Scoring methods: Classes only are scored in 14 schools; Individual participation in five schools; Combination of classes and individuals in nine schools; Home rooms in eight schools; Physical education classes in eight schools.

(5) Practices regarding awards: 23 schools make awards, 19 don't. In 16 schools, awards are made to the winning home room; in nine to individual winners in each contest; in three to participants upon extent of competition.

(6) Eligibility rules: 20 schools have no eligibility requirements, 13 have. Of those schools having rules five base them upon scholarship, four upon conduct, and four upon a com-

(Concluded on page 23)



It Takes Endurance to Score to the Last Whistle!

Leading Basketball Teams Now Drink KNOX GELATINE to Fight Fatigue!

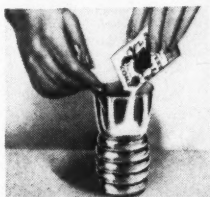
Many basketball coaches are serving Knox Gelatine regularly to their squads. Coaches and trainers know proper condition probably counts more in basketball than in any other team game.

While Knox cannot make a team win, coaches report that squads receiving Knox regularly have fewer colds, less weight losses—seem to have more endurance. And those all help teams keep scoring—right to the last whistle.

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Why not try this simple Knox routine for *your* athletes? (Make it a regular part of your training-table diet or feed Knox in liquid form in your locker rooms.) But be sure they drink *only* Knox. Don't accept substitutes. Get Knox Gelatine at any leading grocer's and start this easy endurance plan today!

Here's How to Take the Knox Endurance Drink



1. Pour 3 ounces of cold water into an 8-ounce drinking glass.
2. Pour onto the water 3 tablespoonfuls (or 3 envelopes) of Knox Gelatine.
3. Add 3 ounces of grapefruit juice (sweetened).
4. Stir briskly and drink immediately before it thickens.
5. Do this twice a day — before meals — for seven days.
6. Then reduce to 4 tablespoonfuls (or 4 envelopes) a day, two to a feeding.

NOTE: Plain water or any other desired fruit juice may be used.

FREE! For complete details of the Knox for Endurance story, write for Free Endurance Bulletin, Knox Gelatine, Dept. 81, Johnstown, N. Y.



Knox Gelatine

A PROTEIN FOOD THAT FIGHTS FATIGUE

HIGH SCHOOL FOOTBALL RULES CHANGES

By H. V. Porter, Executive-Secretary, National Federation

DELEGATES from the thirty states represented in the National Interscholastic Football Committee assembled in Chicago on January 10 and 11 to consider the developments of the past season and to formulate the 1941 code of rules.

The keynote of the meeting was the elimination of unnecessary rule exceptions and the further adaption of the game and the code of rules to the needs of the high schools. Injury statistics and reports on experimental work during the season were available.

The following rule modifications were authorized:

1. When the guardians of a given goal line are in possession and their opponents commit a foul such that the enforcement in past years would have been from a spot in the end zone, the penalty is now to be measured from the goal line.

Comment: This change is primarily for the purpose of eliminating an inequitable situation. As an illustration, consider the following: A's ball on their own four. Ball is snapped to A1 deep in his end zone. He carries the ball and is downed at a spot which is four yards behind his goal line. While he was advancing, B1 held.

A's ball on five

Last year it would have been A's ball on his own one-yard line. Under the new rule it will be A's ball on his five. Note that such a foul will never result in a touchback under the new rule. This is in line with the trend toward eliminating certain touchbacks which have remained in the rules merely because of tradition.

2. When a forward pass is incomplete in B's end zone, or when there is pass interference by A in B's end zone, it will not result in a touchback even if it occurs on fourth down. The penalty in either case will be the same as if the act had occurred during any other down. In the case of such an incompleteness the penalty will always be loss of down at the previous spot and the penalty for such pass interference will always be loss of down and 15 from the previous spot.

Comment: There is no good reason why the penalty for an attempted forward pass should be

more severe during fourth down than it is during any other down. The new rule is more equitable and will result in the elimination of a number of general rule exceptions which have been necessary to take care of the fourth down situation. The new rule will also make it impossible for a team to gain ground by deliberately grounding a pass into the end zone.

How new rule will work

Illustration: On the fourth down it is A's ball on the 50. A1 deliberately throws a long pass to the ground behind B's goal line.

Last year A would have gained thirty yards because it would have been B's ball on their 20. According to the new rule, it will be B's ball on the 50.

(This rule was also incorporated in the N.C.A.A. code for 1941. See pages 22 and 23.)

3. On the kick-off, the ball must be kicked from the designated yard line (usually the 40) and a free-kick following a fair catch must be made from the yard line through the mark of the catch. The change is in the fact the team does not have the right to move the ball back and thus increase the distance between the free kick restraining line of A and that of B.

Comment: Both of these situations created general rule exceptions and were retained in the code because of tradition. The introduction of the side zone and the moving of the goal posts to the end line removed any need for the exceptions. This change is in harmony with the policy of the rules committee to simplify the code in every possible manner. If officials and players are relieved of the necessity of remembering trivial exceptions, they can concentrate on the important rule fundamentals.

Forward pass behind line

4. During a forward pass which is complete or incomplete behind the line of scrimmage, interference rules will not apply.

Comment: It is doubtful whether players can be prohibited from blocking during such passes. This is particularly true of the defensive team. There is no way by which the defense can know that some of these short passes are to be attempted.

Quite often the blocking is done on the assumption that a running play is in progress. This rule is a step in the direction of bringing the code into harmony with what is already considered good practice by the better officials.

The remainder of topic 4 on the questionnaire, including the proposal that the penalty for throwing another forward pass from behind the line after the previous one is complete behind the line, received a great deal of attention. Sentiment relative to this proposal was about equally divided. When the matter was brought to a vote, the proposal lost 15 to 11. At a later session it was voted to reconsider and the matter was further discussed. The proposal was again voted down with the recommendation that there be further experimentation and that the question be included in next year's bulletins and the questionnaire.

There was also a proposal that the penalty for a second pass from behind the line be made the same as the penalty for other illegal passes, i.e., loss of down and five from the spot of the pass. This proposal was voted down on the grounds that this penalty is slightly more severe than the present one and is contrary to the trend toward ultimate legalization of any pass thrown from behind the line.

Foul during td play

5. During a down in which a team scores, if there is an unnecessary roughness or disqualifying foul by the opponent, the penalty will be enforced on the succeeding kick-off.

Comment: Under present conditions such a foul goes without penalty because the offended team will decline the penalty in order to retain the points scored. Under the new rule the offended team may retain the points and also have the foul penalized.

6. When a backfield man is illegally in forward motion when the ball is snapped, the Referee will be instructed to kill the ball immediately, i.e., the ball will be considered as not having been legally put in play. This places illegal motion in the same class with the illegal shift and the penalty will be exactly the same for either of the acts. If action should continue after the

illegal forward motion, it will be action after the ball is dead regardless of when the whistle is blown and, if there should be a fumble and recovery by the opponent, B will not be permitted to keep the ball.

7. All of the situations which involve a player being illegally out of bounds will be grouped and covered under one rule. The new rule will probably be at the end of Rule 5-A-1 and will provide a penalty for a player being out of bounds when the ball is put in play or for voluntarily going out of bounds while the ball is in play and then coming back in the field and participating during that down. The penalty will be loss of 15 yards and in case the act is by A during a forward pass, it will also result in loss of down. The spot of enforcement will be determined by the type of play which is in progress and will be governed by the present general rules relative to that matter.

Comment: This change will result in considerable simplification and the elimination of present inconsistencies relative to scattered coverage for a player being out of bounds.

Free substitution

8. In keeping with the trend toward the liberalization of the substitution rule, a player may now re-enter the game as many times as may be desired. Entry must be made when time is out as specified in the present rule.

Comment: This will remove the necessity for bookkeeping on the part of the Umpire and may further encourage the removal of a player when there is some doubt about his physical condition. Since such substitution can be made only when time is out, it is felt that there is no necessity for introducing confusing limitations during the last few minutes of a half. The groups which have already tried this rule find that there is little tendency to abuse the rule through making unwarranted substitutions after each down. The Referee always has authority to instruct the Timer to let the watch run in case of unwarranted delay.

It is interesting to note, from the 2,000 returns of the annual Federation questionnaire, that every major change that was made in the code last year was supported by a vote of approximately ten to one. The questionnaires were distributed last November. (See page 15 in December *Scholastic Coach*.)

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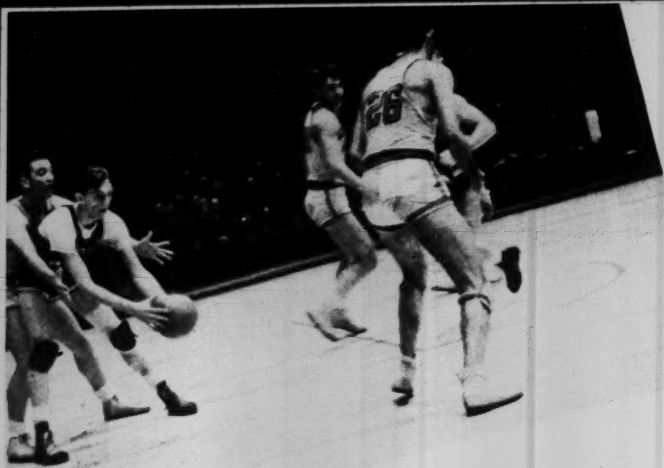
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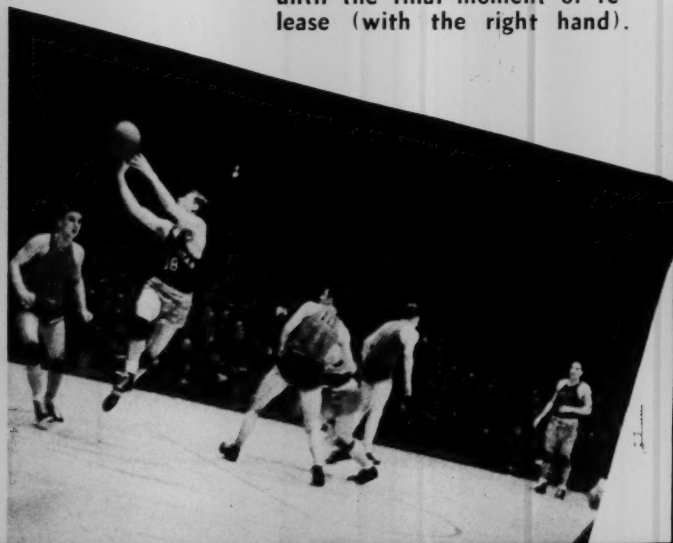


By assuming a good, wide base and holding the ball well away from the body, the pivotman can fend off his guard while looking for a pass or shot.

Coming into the basket on a dead run from the left side, the attacker gets his shot away very nicely by leaping well off the floor and curling the ball off his fingertips.



The shooter obtains excellent control on this running shot away from the basket by holding his left hand on the ball up until the final moment of release (with the right hand).



As the defender in the black jersey comes tearing across the court to break up his shot, the attacker feints over his right shoulder with head and ball. Upon losing his man, he will pivot and lay up the ball.

SHOTS, PIVOTS

A difficult but real smart shot is illustrated here by the pivot, who has just wheeled and is slipping one under his guard's arm.



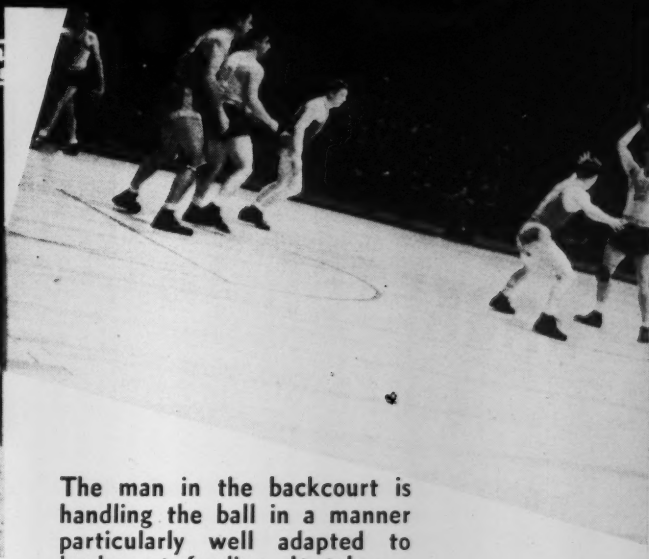
After driving in to the basket at a terrific clip, the shooter has taken a tremendous stride and is letting his momentum carry him in. The left hand has just come off the ball, which will be gently banked.





urt to
with
ball.

The calm, collected mien of the pivotman and the tremendous drive of the cutter are points of particular interest here. As in the picture at the far left, the pivot is readying the ball for the feed pass.



The man in the backcourt is handling the ball in a manner particularly well adapted to backcourt feeding. It takes a giant guard to tie up the ball.

OTS AND PASSES

vot,
rm.

A big man with a nice layup: The feet are well off the floor, the head is up and the arm extended as far upward as it can reach.

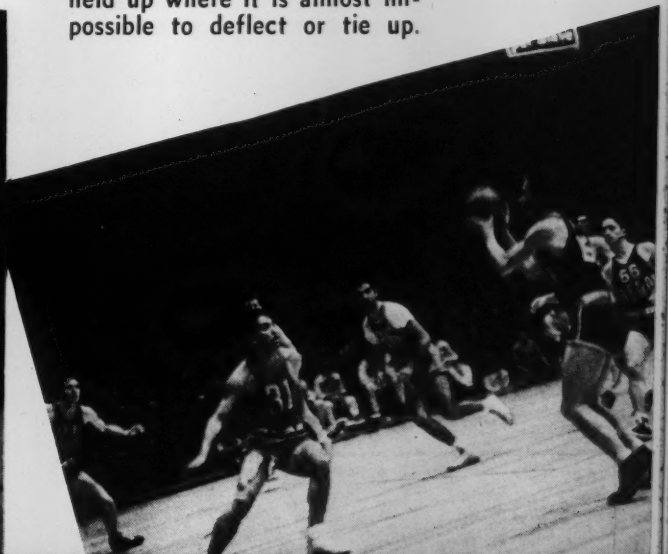


has
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ed.

Although both this shooter and the one at the right hail from Oregon, they are using different shooting styles. The player at the right apparently is shooting Eastern style; the other in approved Western fashion.



The shooter has splendid form: the feet parallel with the weight over the toes, the body tilted slightly forward and the ball held up where it is almost impossible to deflect or tie up.



FIRE-HORSE BASKETBALL DEMANDS BETTER-THAN-GOOD CONDITION

Modern basketball — fast and furious — permits no let-down or loafing period. Condition alone carries a team through the last period.

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1941 COLLEGE FOOTBALL

By Lou Little

Lou Little, one of the most astute football men in the country, coaches Columbia University and heads the rules committee of the American Football Coaches Association.

FOOTBALL fundamentally is in splendid shape. We have never had a game as well diversified, as well played and as well coached. The emphasis, as it should be, is on attack. The four Bowl games proved this. Both teams scored in each of these games, but all contests were close enough to prove the defense is far from helpless.

The trend in rules making the past fifteen years has, I believe, been wise in its perspective. The aim has been to tip the balance between offense and defense on the side of the offense. The problem of the rules committee has been to encourage the attack enough to keep coaches, players and spectators offense-minded without cheapening the value of the touchdown.

As I see it, the records of such outstanding 1940 teams as Minnesota, Michigan, Stanford, Boston College, Texas A. & M. and other top-flight elevens indicate how well this objective has been attained.

The new rules for 1941 are in line with the general trend and should give us a better game than we have ever had before. The three major changes are as follows:

1. Players may be substituted as many times as desired during a game; elimination of the rule prohibiting an incoming substitute from communicating with his team until after the ball has been put into play; when substitutions are made in the last two minutes of play in the first or second half, the watch will be stopped as usual when the substitute comes on the field, but will be started again as soon as the substitution is completed.

2. The ball may be handed forward at any point behind the line of scrimmage to any player and will be treated as though it were a backward pass.

3. Fourth down forward passes which become incomplete in the opponents' end zone will be treated as though they became incomplete on the field of play, instead of being ruled touchbacks. On such plays the ball will go to the defending team at the point the ball was put into play, instead of the 20-yard line, as in the past.

The new provision permitting free substitution is a move in the interest of physical safety. It will be a help to the small squad meeting a team with superior manpower. Men who are only slightly injured can be taken out with the knowledge that they can be replaced at any time.

I have heard that the rule might slow up the game. On the contrary, I think it will accelerate the tempo since it will be possible to keep fresh players always on the field. There will be little or no time lost in delays. Substitutions will be permitted without penalty only when time is out or during one of the normal three time-outs allotted each team during a half. Each substitution made otherwise will cost the offenders five yards.

The only way in which this rule might have been abused has been safeguarded against by the provision that in the last two minutes of either half the watch will be stopped only long enough to permit the substitution to be completed.

An aid to deception

The rule which permits the ball to be handed forward at any point behind the line will improve to a noticeable degree the possibilities for deception on running plays, as well as on plays from which a forward pass or even a quick kick may develop. The rule will be of much more value to the attack than the rule that was proposed but defeated, permitting forward passing from any point behind the line — inasmuch as 95 percent of forward passes are thrown from more than five yards back, even in professional football where the five-yard restriction does not apply.

Also encouraging the attack, without subjecting the defense to undue pressure, is the rule which treats an incomplete pass into the end zone on fourth down exactly like an incomplete pass anywhere else on the field. This means, simply, that a team that has worked its way to the six-yard line, for example, and then has attempted unsuccessfully to pass into the end zone on fourth down, is not robbed of all reward for its advance.

The team taking over the ball is now under severe pressure deep in its own territory. Since it was either offensive power or defensive deficiency that put them there, the

team advancing the ball deserves its hard-earned position on the field. In short, save when there is an infraction of the rules, the ball should move by being run, thrown or kicked by a player, not carried at a brisk walk by an official.

(This rule was also adopted by the National Federation group, serving the country's high schools. See pages 18 and 19.)

In addition to these changes the rules committee recommended a uniform system of numbering all players for the convenience of spectators, newspapermen and officials. I hope, and believe, that this recommendation will receive wide application next fall.

For instance, if the ends of both teams are numbered in the 70's, the tackles in the 60's, the guards in the 50's, the centers in the 40's, the quarterbacks in the 30's, the fullbacks in the 20's, the right halfbacks in the 10 to 19's, and the left halfbacks in single digits, everybody will be able to follow the game more easily and intelligently.

Of course it will make things easier for the scouts, too, but that's something for the coaches, not the spectators, to worry about. If the coaches, at no possible detriment to the game, can make football easier to watch for the spectator, they should do it.

Intramural Sports

(Continued from page 16)

bination of scholarship and conduct.

(7) Officiating is administered in divers ways: 26 schools use faculty members; 22 use lettermen; 11 train student referees, nine of which also bring in outsiders; two use anyone who can blow a whistle, and one the coaches.

B. Miscellaneous:

(1) Competition is permitted lettermen and squad members in 19 schools and is not permitted in 22 schools.

(2) Only one school limits the number of sports a boy can participate in.

(3) Physical examinations are required in half of the schools.

(4) Seven of the six-year junior-senior schools permit competition between the seventh and eighth grades and the other grades in high school; four do not.

(5) Physical education credit is allowed for intramural participation in 15 schools and is not allowed in 25 schools.

(6) Thirty schools make provision for free play regardless of classification; six schools make no such provision.

(7) Thirty-six of the 37 schools answering the question provide training for the development of good sportsmanship among spectators and players.

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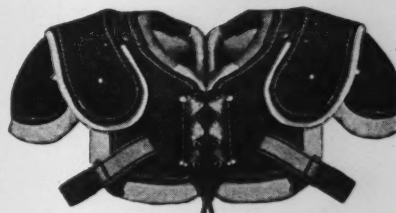
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INDOOR TETHER-BALL GAME

By Harry F. Wild

DURING the past few years Loop Tennis, a sport borrowing its main features from basketball, tetherball and tennis, has been gaining favor as a gymnasium and outdoor sport in schools throughout the Midwest.

Originated by G. E. Macy, a Chicago city employee, as a game for his children, Loop Tennis proved so popular that within a year it was being played at the University of Chicago High School. Following a demonstration for Chicago physical education instructors the game received wide recognition among school and recreational leaders. The City of Chicago alone installed twenty-four Loop Tennis courts in the South Side parks.

Equipment for Loop Tennis consists of a vertical pole with a swivel at the top from which a ball is suspended by means of a cord, and two loop goals on opposite sides of the pole. Each player is provided with a striking paddle.

There are three models of Loop Tennis: junior and senior sets, which are suitable for gymnasium or outdoor play, and a table model set. Only two persons may participate in the table game, while four people can play with the larger equipment.

It is also possible to play the game without paddles, the hands being used instead. Any number of players may participate in this type of game.

The main objective of the game is to score points by batting the ball through either loop. A point is scored for the team which last hits the ball before it enters the goal. Ten points are game, unless the previous score has been tied at nine, or

deuce, in which case a team must score two successive points to win.

The serve is an important factor of the game. The server holds the ball with the cord taut in a position equi-distant from either goal. He may hit the ball in either direction in such a manner that it does not touch the pole or loop until after it has passed into the receivers' territory. Immediately after the serve there is no restriction as to the course of play or position of players except as governed by the foul rules.

Two kinds of fouls

Fouls in Loop Tennis are ruled as accidental or intentional. Accidental fouls are made when the ball, on the serve, (1) hits any part of the equipment or the server's partner; (2) when any part of the player's body or paddle touches the equipment; (3) by a player stepping into the diamond-shaped foul area formed by the ground equipment; or (4) by the cord winding around a player's paddle or body so that it cannot free itself by its own momentum.

Fouls are considered intentional when a player grasps the cord or ball during play or purposely fouls an opponent to prevent him from scoring.

In the case of accidental fouls the ball is adjudged dead and the opponent receives a free serve. To score on these free trials, the ball must enter the second loop on its first arc. In the case of intentional fouls the opposition is automatically awarded a point (without a free serve) and play is resumed with a new serve.

One of the main features of Loop Tennis is the small area it requires.

The game can be set up in a circle with a twenty foot diameter. There must, of course, be no overhead obstacles.

Physical education instructors have lauded the game as an ideal conditioning medium, and tennis coaches have asserted that Loop Tennis is a means toward improving net play.

But the main feature of the game is that a player doesn't have to be an athlete to play and like it. It is a sport that anyone can play—that everyone likes to play.

Equipment Survey

(Continued from page 13)

5. Schools reporting five units.

Horizontal bar, parallel bars, flying rings, climbing rope, mats. 1

6. Schools reporting six units.

Horizontal bar, parallel bars, rings, horse, spring boards, mats. . . . 3

Horizontal bar, parallel bars, side horse, rope, mats, rings. . . . 1

Horizontal bar, parallel bars, rings, side horse, rope, mats. . . . 1

Parallel bars, rings, side horse, spring boards, rope, mats. . . . 1

7. Schools reporting seven units.

Parallel bars, rings, horse, spring boards, rope, mats, stall bars 1

Horizontal bar, parallel bars, rings, horse, mats, clubs, hoops. . . . 1

Horizontal bar, parallel bars, rings, horse, spring boards, rope, mats. . . . 3

Horizontal bar, parallel bars, rings, horse, spring boards, buck, mats. . . . 1

8. Schools reporting eight units.

Horiz. bar, parallel bars, rings, mats, horse, spring boards, buck, rope 3

9. Schools reporting nine units.

Horizontal bar, parallel bars, rings, horse, spring boards, rope, mats, dumb-bells, clubs. . . . 1

10. Schools reporting thirteen units.

Horizontal bar, parallel bars, rings, horse, spring boards, buck, rope, mats, wands, dumb-bells, clubs, tumbling belt, medicine balls. . . . 1

In a special blank on the questionnaire marked "other apparatus," a great variety of answers were received. Many schools reported such items as ping-pong tables, nets for various games, balls, and some playground equipment. These items were not recorded.

Thirty-nine superintendents with gymnasiums were interested in obtaining the results of the survey, while seven of the have-nots put in similar requests.

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New Books on the Sportshelf

BASKETBALL (*Its Origin and Development*). By James Naismith. Pp. 200. Illustrated. New York: Association Press. \$2.

IN SOME respects *Basketball* is a biography and an autobiography at the same time. It is the story of the most widely played game in the world and of the gentle divinity student who invented it.

A man little known by name to the average person, Dr. Naismith's influence on athletics was as profound and far-reaching as that of any other figure in the history of sports. He was an inventor in every sense of the word. He did not organize or develop an older type of game. He actually invented one. It was separate, distinct, unique, and as American as hot dogs and mustard.

Dr. Naismith was a young physical director of 27, when in 1891, at Springfield (Mass.) Y.M.C.A. he nailed two peach baskets to the side of the track and egged the boys into throwing a soccer ball at them. The thing was done in an effort to find some sort of employment for a group of incorrigibles who, out of sheer boredom, were beginning to tear the place apart.

Because there were eighteen men involved, the game originally had nine men to a side. After a goal they took the ball out of the basket and started over again. When they raised the basket to the edge of the balcony railing, they bored a hole in the bottom of the basket and poked the ball out at the top with a stick. Later they had an iron ring and still later the cord basket.

In later years the Great Inventor liked to look back, and with a mischievous twinkle in his eye, point out that despite all the great advances in the game, 12 of the original 13 rules were still in use.

GROUP INSTRUCTION IN GOLF. By Robert T. Jones, Jr. and Harold E. Lowe. Pp. 63. Illustrated—drawings and photographs. No. 260 in Spalding's Athletic Library. 50c.

THE authors, the great Bobby Jones and Harold E. Lowe, assistant professor of physical education at Columbia University, undertake a two-fold task in this handy little manual: first, they present in brief some of the major contributions of sound educational psychology to effective teaching procedure in golf, and, second, they describe in outline form the fundamentals of the orthodox game.

The hand of Professor Lowe is evident in the first part of the book dealing with good methodology in teaching beginner groups under conditions commonly found in schools.

The second part of the book, which delves into the mechanics of golf, just

as obviously is the work of Massa' Bob. This section consists mostly of free-line drawings on technique with terse but excellent captions to match. The mechanics covered are: grip, stance and address, backswing, downswing, putting, and—for quick reference—there is presented a series of pictures showing one complete driving performance from beginning to end.

A free copy of this book may be obtained by writing to A. G. Spalding & Bros., 105 Nassau St., New York, N. Y.

ADVANCED FIGURE SKATING. By Maribel Y. Vinson. Pp. 292. Illustrated—photographs and drawings. New York: Whittlesey House. \$3.

MISS VINSON'S latest opus should not be confused with her famous *Primer of Figure Skating*, that splendid analysis of the ABC's of the art which she wrote two years ago.

Her new book is a sequel to the *Primer*, continuing from where the first volume left off. Like her first effort, *Advanced Figure Skating* can almost be classified as a textbook for the ice sport. It is splendidly organized, exceptionally well-written (Miss Vinson is a former newspaper writer) and richly illustrated.

On the supposition that the reader has a knowledge of the fundamentals, the nine times United States ex-lady champion sets forth all the advanced school figures required of first-class skaters by national and international standards, several of the newest native and foreign dances for couples, and as many free-skating tips and pointers as space allows.

Very graciously she has also added some material on the history of skating and her firsthand impressions of Sonja Henie.

She enlivens many of the technical analyses with anecdotes, and outlines the various techniques of famous skaters and teachers in a way that was not possible in the more elementary *Primer*.

The book is abundantly illustrated with 32 full-page plates of Miss Vinson herself and her famous skating husband and pair partner, Guy Owen. Numerous little diagrams also help bring out the detail of the figures, dances, jumps, etc.

BASKETBALL FOR GIRLS. By Wilhelmine E. Meissner and Elizabeth Y. Meyers. Pp. 87. Illustrated—free-line drawings and tables. New York: A. S. Barnes & Co. \$1.

THE new Meissner-Meyers opus is a bigger, completely revised edition of their erstwhile best seller, *Modern Basketball for Girls*. *Modern Basketball* enjoyed a brief but happy life span. Published in 1935 by the Scholastic Coach Bookshop, the last

copy went over the counter a short three years later.

The second volume should be just as enthusiastically received. It has everything the first had, and more. For one thing, the chapters on offense and defense have been aggrandized and supplemented with diagrams. A chapter on officiating and another on history, equipment and the philosophy of teaching also represent welcome additions.

The rest of the text is organized along the same lines as the first. Successful basketball is based on the perfect execution of fundamentals; hence the fundamental skills and techniques are covered in considerable detail. The authors go into catching and passing (stressing the various passes), individual techniques and shooting.

Interspersed throughout these chapters are 24 excellent practice drills with which to teach these fundamentals.

When all the groundwork has been satisfactorily covered, the authors synthesize the material into offense and defense. These chapters are condensed but authoritative. Especially valuable in the chapter on offense are fourteen diagrammed plays for the two-court game. The chapter on officiating caps off the text.

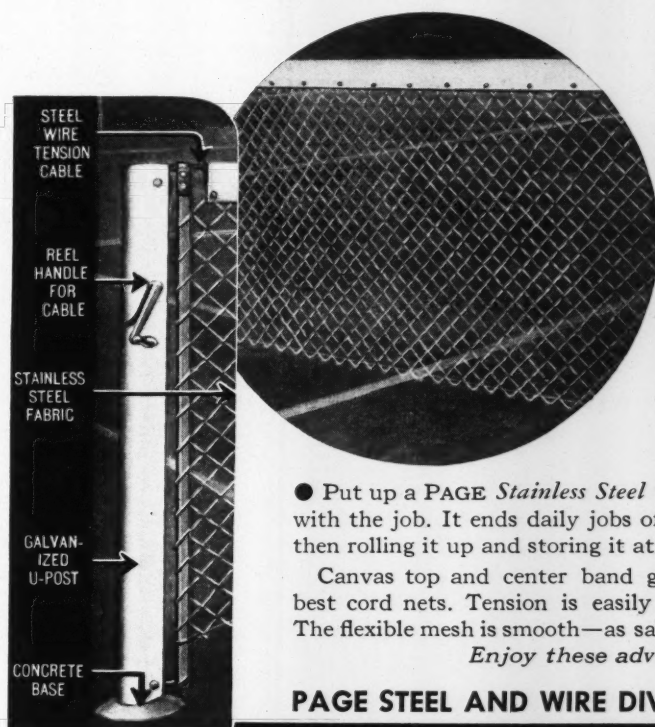
TEACHING HEALTH AND SAFETY IN ELEMENTARY GRADES. By Willard Walter Patty. Pp. 371. Illustrated—photographs. New York: Prentice-Hall, Inc. \$2.50.

THE primary purpose of this volume is to present desirable characteristics of successful methods for teaching health and safety in the elementary schools. Dr. Patty, who is director of the physical welfare training department at Indiana University, ignores almost entirely the most traditional and common methods of teaching by discussion, textbook, socialized recitation, workbook or contract, and lecture.

From experience he believes the most effective methods to use are: (1) individual instruction through pupil conferences, health service and physical education classwork, (2) demonstration and oral illustration, (3) visual, (4) projects and problems, (5) dramatization, (6) life situations, and (7) integration or correlation methods.

After presenting certain materials that concern the teacher as an example of health, the author covers these points systematically. Dr. Patty recommends a definite gradation of subject matter. Sample lessons are provided, illustrating different methods for the various grades. Included here are sources of specific teaching helps and parallel reading references. Di-

(Concluded on page 28)



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rected study and discussion suggestions follow each chapter.

The book may serve as an aid to teachers in elementary grades, and as a textbook in teachers colleges, colleges and universities where teachers are prepared for these grades.

WINGS ON MY FEET. By Sonja Henie. Pp. 177. Illustrated — photographs. New York: Prentice-Hall, Inc. \$2.

SONJA the Magnificent's book is both an autobiography and a primer of figure skating. The first part is a success story, simply and modestly told, of probably the greatest figure skater of our time. In rapid succession she reveals the circumstances that launched her on a career, first, as a girl prodigy at nine, and then as an Olympic champion (at fourteen), Hollywood star (at twenty-three) and bride (at twenty-six). At this point of her life, extending through July, 1940, Sonja leaves off.

In the second part of her book la Henie goes technical, outlining the art of figure skating just as she knows it. She describes very graphically both the elementary and the advanced school figures. Most of these techniques she illustrates with full page progressive action pictures.

In addition to these special illustrations, there are a number of interesting shots of Sonja "back in the days when."

You don't have to know anything about skating to follow her. She writes simply and exceptionally well, avoiding most of the technical nomenclature with which the sport is saturated.

BASEBALL BANTER. By Stan W. Carlson. Pp. 58. Illustrated—drawings. Minneapolis: Stan W. Carlson. 25c.

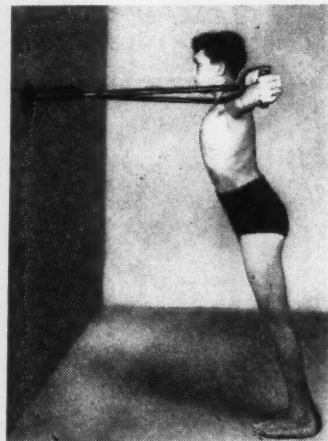
WILBERT ROBINSON, once a player and later a club owner, rejoined the Giants as a coach after his playing days had been ended. He had been chubby as a player but the years spent in business had hoisted his poundage considerably. He could still fit into a uniform, however, so he appeared on the coaching line the first day the team played in Chicago.

Robbie stooped over to pull up a sprig of grass to chew. As he did so the fans sighted him for the first time.

"Holy Smokes," came a voice out of the grandstand as all eyes focused on the coach. "Hey, McGraw! What time does the balloon ascend?"

There you have the mood of *Baseball Banter*, that wonderful little anthology of stories Stan Carlson has culled from the records and lore of the national pastime. Into 58 pages are crammed more than 130 rib-tickling gems. Some of the stories are true. Others are figments of the imagination. But all are exceptionally readable. Baseball coaches who must frequently "sing" for their supper, can line up a repertoire from this collection alone.

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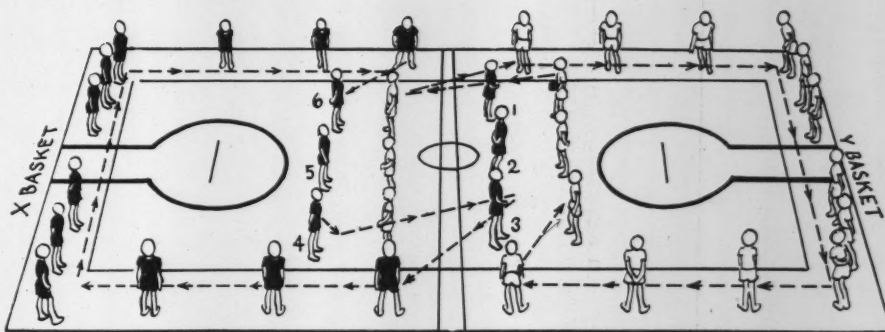
By Helen Manley

Helen Manley is director of physical education for the public schools of University City, Mo.

IN THIS day and age of curtailed school budgets, heavy school enrollments and crowded gymnasiums, there is a need for the mass type of game that can provide wholesome activity and fun for a large number of participants. It was with this thought in mind that line basketball was conceived.

The girls like it because it stays close to the orthodox game, being merely a slight variation. Because of the offspring's resemblance to the parent game, it satisfies the girls' demand for basketball and gives them an opportunity to learn the rudiments for future use as players or spectators.

The game may be played with a standard-sized ball on any gymnasium floor that is dressed up for the regulation game. The court should be marked according to the standards for the two-court game, but the three-court trimmings may be used if desired. In addition to these markings, a line one inch in width should be drawn around the inside of the court, three feet in from the side and end lines. This creates a special area, one



yard wide, around the new court.

As stated before, line basketball is a mass sport designed for large groups. Any number of players may participate. In order to keep the game from becoming too unwieldy, however, only six players of each opposing team are permitted at one time on the court proper, which, in line basketball, is the area bounded by the special three-foot section. The additional players are linesmen and are stationed around the court within the special section.

A general idea of the court layout and the stationing of players may be obtained from the accompanying diagram. Players are arranged as in the diagram, "X" and "Y" representing the teams. For the sake of clarity only one team is numbered in the diagram. The three forwards and three guards on each team play in the center area as in an official game. The other players are linesmen and are distributed

evenly around their defensive half of the court.

In the diagram the team is numbered beginning with the three starting forwards who are 1, 2 and 3; the guards, 4, 5 and 6; then at the side, to the guards' left, the numbering continues in a counter-clockwise direction. Three players rotate after a basket is made; guards become forwards, and forwards move to linesmen.

As in regulation basketball, the ball is put in play with a center throw. The game is played according to the rules of the standard game with three exceptions:

1. The linesmen must stay in their territory. Failure to do so is a violation.
2. Players may pass to linesmen at any time and are encouraged to do so.
3. The penalty for all violations is to award the ball to a side linesman on the opposite team.

Good GOLF INSTRUCTION Starts with Good EQUIPMENT

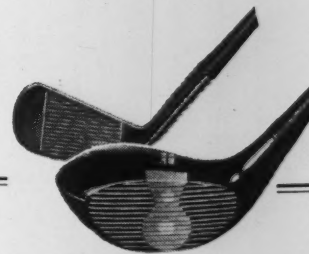
There's no gainsaying the fact that you can get more fun out of golf if you have confidence in your clubs, and by the same virtue, golf instructors will agree, we are sure, that good equipment with the confidence it inspires makes learning the game easier.

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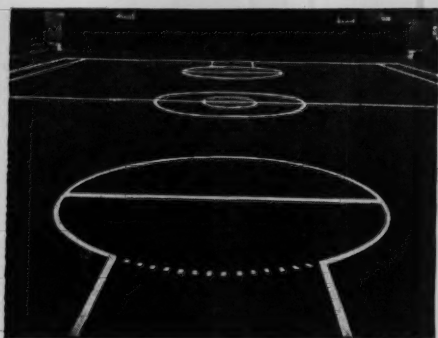
Any athletic program which provides training that can be used in every day living, after school years are done, is ideal, and golf instruction given at an early age will certainly provide the incentive of interest in golf that can last a lifetime and provide many future hours of profitable, healthful, athletic relaxation.

Olin Dutra, former National Open Champion, began his golf career at the age of 14. Dutra says: "It is certainly never too early to begin golf instruction—and the Scholastic Coach program for school lessons is certainly the finest thing for boys and girls that I have ever come across."

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Canadian Football

(Continued from page 15)

short and high. This gives the receiver a chance to run it out again, saving the point and at the same time retaining possession. His attempt invariably brings the spectators to their feet. He may elect to return the kick and very frequently does, especially in close games or when he is trapped with no chance of running out.

There is also a chance that he may fumble, in which case anybody on the kicking side may fall on the ball for a major score, which counts for five points. It should be remembered that the attacking team must give the punt receiver five full yards to handle a catch before tackling him, whether the ball is bounding or not. A player who inadvertently comes too close to the receiver as he makes the catch must make no attempt to tackle him.

As soon as the receiver touches the ball, the trailers may rush at him for the tackle. If he fumbles, they may recover or else dribble (kick it along the ground) over the goal line and fall on it for a touchdown. The penalty for "not giving yards" is ten yards and first down at the point of infraction.

About a year ago in a national periodical, a famous United States coach advocated the adoption of this rule by the National Football Committee. Its object is, to protect the receiver from a terrific pounding. It gives him a chance to run back a kick he snares inside his own goal area or to return the kick and catch the other team napping. Remember, the receiver's teammates cannot block for him. The five yards' leeway he has offsets the advantage punt receivers have in football.

If the kick to the dead line is the play that spells most of the difference between American football and Canadian rugby, it is the legal interference rule which makes the Western game more like that of the States.

According to the Eastern interpretation, the attacking side may run interference or block in a zone extending across the width of the field but only three yards ahead of the line of scrimmage. Hence, except when the offensive line opens a hole for a plunge, very little blocking is seen. The result is a tremendous amount of lateral passing. Practically every end run sweeps across the field with three or four players handling the ball or faking

laterals to open up the defense.

The Easterners claim that their stringent interference rule opens up the game and makes it much more spectacular; and that by protecting the players against absorbing too many heavy blocks, it gives the small, fast man a break.

This is quite true, of course, but their brothers in the West believe they have improved the game by permitting offensive blocking from the attackers' dead ball line to a point ten yards beyond the line of scrimmage. In this way, the West has retained all the spectacular lateral passing features of the official game but has added what it considers to be the best feature of the American game, namely, plenty of skillful blocking.

In the Canadian game only three downs are allowed to the American four, but the backfielders may be in motion (provided they are not within one yard of the line of scrimmage) at the moment the ball is snapped.

Since there are twelve players to a side, the favorite defense is a 6-3-2-1. However, when the possibility of a forward pass is remote, we sometimes see a 7-2-2-1, a 7-3-2 or even an 8-3-1. In spite of the numerous advantages enjoyed by the offense, the defense has been able to hold its own. The limitation of downs to three doubtless is responsible for this balance.

Posts on goal line

The goal posts are found on the goal line, with the result that many field goals are attempted. In the Eastern game, a rouge may be scored accidentally. For example, should an attempted field goal go wide but still carry over the dead ball line, the try counts for a rouge—one point. In the West, as previously mentioned, the ball must strike the ground in the end zone and roll over the dead line to count for a point.

Another difference between the Western game and the official or Eastern game lies in their forward passing laws. The West abides by the same rule high school and professional teams use in the States: A forward pass may be thrown from any point behind the line of scrimmage. In the official game, the passer must be at least five yards behind the line.

Girls' Play Days

(Continued from page 12)

be organized as an all-day event.

The participants may be selected according to age, weight or height; athletic ability, gymnasium class, on a voluntary basis, or according to class—sophomore, junior or senior.

Actual organization of a Sport Day is simple and can be adopted in any community. A school informs the girls' athletic committee of the Connecticut Interscholastic Athletic Conference that it would like to hold a sport day, naming the date and whom it would like for guests.

The C.I.A.C. helps arrange the program and also reimburses the school for the money spent in entertaining. The cost per pupil, for the past four years, has been about thirteen cents. Guests generally provide their own lunches and transportation.

Upon arrival of the visitors, the hostess school's planning committee takes over. It assigns every girl to a color team so that the teams are comprised of representatives of each of the participating schools. The girls introduce themselves to each other and the program gets underway.

A typical day follows: opening numbers—folk dancing, Sicilian circle, American country dances; ice breakers—blind animal, conversational circle, grand march, neighbors; closing activities—luncheon, picnic or tea, and entertainment.

In place of the low organization games, any sport such as tennis, volleyball or fencing may be played.

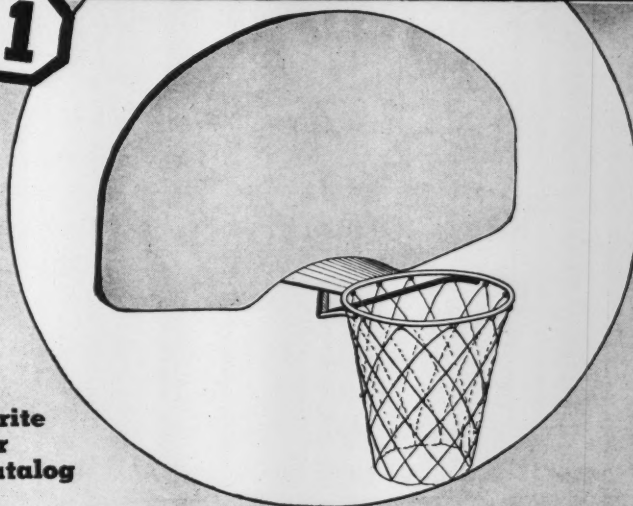
The entertainment is furnished by the hostess school following luncheon. This usually consists of demonstrations in badminton, fencing, archery, basketball officiating and dancing.

Sport days are not considered the private property of city schools; they are also being organized and conducted by rural communities. Recently a play day was held in a rural school many miles from a large city. The hostess school invited a number of neighboring schools to its "party."

After a long hike through the woods, during which the group studied the various kinds of trees, birds, flowers, and grasses, they returned to the schoolyard for a lively session around an open fire. They drank hot chocolate, toasted marshmallows, ate sandwiches, sang and told stories. The day proved such a success that a series of such meetings were planned for the future.

MEDART HIT PARADE

1



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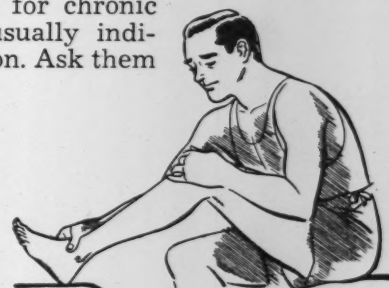
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If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Coaching from the sidelines is a punishable crime if we can go by the rule book, but with the exception of Ohio State no one ever seems to get excited about it. The coach doesn't live who at one time or another hasn't screeched or flagged a bit of advice to his boys. Our nomination for the most overt offender in this respect is the basketball coach. We've actually seen a college coach get off the bench, saunter to the sideline and, with Barrymore flourishes, relay instructions to his captain—and get away with it! Above you see our nightmarish conception of the basketball coach in action.

Did you hear the one about the bird that came home all ruffled, his feathers half out, his tail practically gone and one eye closed. Asked where in the world he had been, the bird replied, "I was flying over the high school gym and I got mixed up in the damndest badminton game you ever saw!"

Coach Carl M. Peterson, Marcellus, N. Y., has proof of the old saying: If at first you don't succeed, try, try again. "After missing eleven consecutive free throws, our oldest rivals, Skaneateles, beat us in the final fifteen seconds, 25-24, by sinking their twelfth and only successful try of the game."

Mark up a red-letter day! We have just received our third annual *All-Sports Calendar* from the makers of "Antiphlogistine." It always irks us just a little bit, though, that the only sports celebrity whose birthday comes on the same day as ours is a woman billiard champion.

In Arcola, Ill., everyone is still talking about Harry Ghare, pass-intercep-

tor de luxe. Four of his most spectacular bits of fielding resulted in touch-down jaunts of 92, 94, 96 and 98 yards, respectively.

When Anthony Perrone's boys elect a football captain at Wellsville, N. Y., they stress variety. Their co-captains next year will be the largest player on the squad, a 220-pound tackle, and the smallest, a 130-pound quarterback.

The sports spotlight of the nation has been turned on Coach Paul Brown of Massillon, Ohio, recently appointed head football coach at Ohio State University. High school athletic chiefs seldom get a shot at the big time, although unquestionably many of them on the basis of their records alone deserve that chance. All eyes will be on Ohio next season. And every secondary school coach will be pulling for Paul Brown to develop a winner.

Every sport has a "grand old man," some coach or old-timer who's been around a little longer than the next fellow. In football it's Amos Alonzo Stagg. In baseball, Connie Mack. And in the sporting goods line, you have A. G. Spalding & Bros. who've been doing business at the same old stand for close to 65 years, having practically grown up with the sports. During the coming football season, they will carry on as usual, without knitted goods and pants, but with a bigger line than ever on headguards, football pads, shoes, and footballs.

Now that the big Bowling parties are over, many of the boys are winding up the season on the soup-and-fish circuit. After the demi-tasse, the gags flow like liniment over a fighter who's gone ten rounds with Joe Louis. Some of football's prize gags usually are born here. There's the one John Wysocki, Villanova's all-America end a few years ago, tells about his first experience as an orator.

"I was scared as I faced the audience and hadn't gone far when someone way back popped up with 'Louder!' Raising my face I went on, but it wasn't long before that same call repeated 'Louder!' So I got up more steam and continued, but sure enough, for the third time I heard, 'Louder!' With that a listener in the first row turned around and asked, 'What's the matter, can't you hear him back there?' 'No,' was the reply. So everybody in the front row got up and moved to the rear!"

Marshall Goldberg, erstwhile Pitt battering ram, invariably comes up with this one when called upon for after-dinner stunts. "My visits to your big city always remind me of my trip from West Virginia to enroll at the University of Pittsburgh. Being a country boy, I saw a lot of new sights and met with many experiences. When I wrote back to my father I said:

"Dad, do you know they make you wear shoes in this place?"

"And when he answered he wrote: 'Marshall, what are shoes?'"

From Kenmare, N. D., comes Coach Leland Orriz's tale of woe that ranks as one of the season's outstanding oddities.

"After a scoreless first half we received Mohall's third period kick-off. Our right halfback touched the ball, but was unable to hold it. He recovered the bounding ball over the goal line and started to run to his left. Good blocking took out the men coming down the field. By the time he reached the 30-yard line he was in the clear. Several Mohall players put on all the steam they possessed, but couldn't quite catch him. On the Mohall 20 the ball-carrier started to wobble, almost fell, struggled on, wobbled badly past the 15, the 10, the 5, and finally fell just a foot short of the goal. A 105-yard run and no

score! After a brief time-out the tired boy scored. The try for the extra point was blocked. Mohall scored later, made their kick good and beat us 7-6."

A first contribution from Coach Bob Blose of Carey, Ohio: "With only a few minutes left in the first half we were leading Marysville, 13-0. Our players, however, being tired, were losing ground instead of gaining. In place of sending in a substitute to tell the quarterback to kick, I decided to be unethical for once and yell in to save a time-out. But I couldn't get the quarterback's attention, in spite of the fact that he had been thrown for another loss right in front of the bench. But my little Italian guard saw me, and I kicked my foot up and down to him. He nodded, ran back to the huddle and grabbed the quarterback. Without loss of time the Carey team dashed up to the line of scrimmage and the quarterback galloped off around end for another loss. That made it fourth and seventeen to go. We had to kick that time!"

"At the half I asked the guard why he hadn't given my instructions to the quarterback. 'Well, Coach, I did tell him to run 76, but he wouldn't do it.' The play was a reverse on which the guard was to block the big right end alone.

"I didn't tell you to call 76, I told you to punt!"

"Oh, I thought you wanted me to kick that big end of theirs on the shins."

From the response that greeted our request for news from the six-man front, the sport evidently enjoyed a banner year. Notice the geographical spread on the next few items.

Coach Disler, Owensville, Ind.: "Since our conference has been organized here in southern Indiana, there have been only three tie games, and the Owensville team has been in on all of them. The one last year happened to be with the team that won the conference."

Coach Charles Sarver, Hazel Green, Ala.: "Our six-man team won six and lost one to top north Alabama schools. At the end of three seasons of play we have a record of fifteen victories and four losses. Hope our luck doesn't change too soon."

Superintendent Claude A. Bruner, Flushing, Ohio: "We have seven neighboring schools with whom we play one game each. Prior to the 1938-1939 season we played eleven-man football. We believe that our record since we started the six-man game stands above that of any other school in southeastern Ohio. Here is a summary of our record for three successful years:

1938-1939: Won 8 Lost 0, Total Pts. 334-37, a 41-4 avg.
1939-1940: Won 6 Lost 1, Total Pts. 226-40, a 39-6 avg.
1940-1941: Won 7 Lost 0, Total Pts. 324-41, a 46-7 avg.

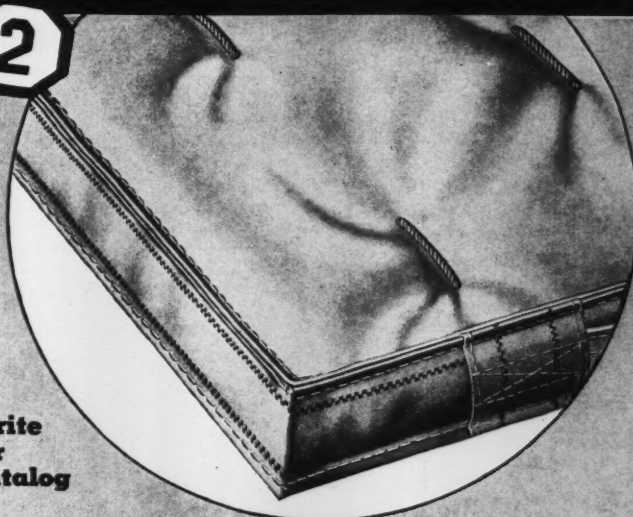
"Under the direction of Coach Mike Waddell, former Muskingum player and freshman coach, the team has lost but one game, 21-20."

(Concluded on page 35)

MEDART HIT PARADE

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BASKETBALL IN JR. HIGH

By Irv Christenson

While Irv Christenson, director of physical education at the Tipton, Iowa, Junior High School, does not generally believe in strenuous interscholastic competition for junior high school boys, he appreciates the value of interschool sports to the athletically-inclined boy, and for this reason maintains a varsity basketball team. The boys are strictly supervised, are segregated from the senior high varsity and have regular practice periods.

ONE of the chief criticisms of junior high school basketball in small combination junior-senior schools is that the boys are not given the attention they need nor the regular practice time to make it interesting.

In most small schools the gymnasium is the busiest spot in the building. As a rule, however, the play time is not equally distributed. The director usually is so wrapped up in the senior program that he has a tendency to overlook the junior high program.

Where the gym is available, often there is no qualified person available to coach. The most common solution has been to turn the job over to the high school coach. Since most coaches are overworked the way it is, you can hardly blame them for carrying the outstanding boys on their squad and dropping the rest—as many of them are doing.

At Tipton the available practice time is equated between the junior high, the high school and the junior college. Probably the chief reason for this consideration of the junior high boys is that we have an administrator who understands the needs of boys of this age and sees to it that they are not neglected.

When the first call for basketball was issued last year, about thirty boys reported. Since we were to play a schedule of twelve games in addition to the county tournament, my first thought was to prune the squad to a workable size. However, sitting on the sidelines and watching these boys in action made me change my mind. Everyone of these boys were enthused over the experience and dreading the day on which the squad would be cut.

It seemed cruel to keep fifteen boys and let the others go. So we kept everybody. As a matter of fact instead of cutting the squad we set out to build it up. If basketball could benefit thirty boys, we reasoned, there was no reason why it couldn't do something for many more.

With the help of the superintendent we went over the registration

list and selected a group we would try to get out for basketball. We did not attempt to pick the prospective stars but rather the boys who seemed most in need of good, organized activity. During the next two weeks we contacted these boys. Before long our squad numbered forty-five, over half our total enrollment.

We realized, of course, that a squad of this size would handicap us in preparing for the season's schedule. To remedy this weakness, we divided the squad into two groups. One squad of twenty boys reported every night and the remaining boys reported on only two nights.

The two nights on which the small squad reported were spent on intensive drilling. On nights the entire squad reported, the first ten boys were dismissed after twenty to twenty-five minutes practice. The boys with little or no game experience were then given their chance.

Boys evenly matched

After warm-up drills and a short session on fundamentals, the boys were divided into teams for scrimmage. An attempt was made to pair off boys of about equal ability so that no one would be hopelessly outclassed. Each team played an equal amount of time. Occasionally it was possible to play off an entire tournament during one of these practice sessions.

By the end of the season, forty of the boys on the squad had played in at least one of our regular games.

Even with a squad of this size we managed to win the county tournament and nine of our twelve games. I might add that only two of the boys had been on the squad before. This fact in itself proves that a large squad doesn't necessarily mean a losing squad.

There are many benefits to a program of this type. One of the chief of these is that it gives the boys a new interest in their school. To many basketball is their first experience in a school activity outside the classroom. They enjoy it and as a result go about their other work with renewed interest.

Boys at this age need to be encouraged rather than discouraged. If we can encourage them during the basketball season, we are taking a big step in helping them build up the spirit of self-confidence most of them sorely need.

Coaches' Corner

(Continued from page 33)

Coach Eddie Davis, Lynnvile, Iowa: "Although six-man football had never been played in this locality before, we were able to win all six of our games by scores ranging from 18-14 to 44-0. We have only twenty boys in school, but fourteen of them came out for the squad. Bob Wagaman, an excellent passer, completed approximately sixty percent of his 93 tosses during the season. Eighteen of these were for touchdowns; ten others were for the point after the touchdowns."

After scoring 430 points to their opponents' 32 for the District Class C title, Coach Cy Painter's Bedford, Va., boys stepped up the pace to defeat Rich Valley 55-0 for the Western half title and Culpepper 62-0 for the state championship. "Bedford is a no-tax town. We own our own lights and water. There is plenty of money for uniforms and equipment. This is certainly one grand place for a coach!" Shangri-la of the South!

And now down to San Antonio, Tex., for a word or two from Coach Harold Winkers of Central Catholic High School.

"The first game of football ever seen by Bruce Montague, one of our guards, was the one in which he played against Laredo High. Due to a conflict in schedule Central had to play three games in one week. We won the first two, both on extra points kicked by Aubrey Fournier who never had a chance to practice kicking them since we didn't have goal posts on our practice field."

We still don't know how Central came out in its third contest for that busy week. Did Aubrey's toe hold up?

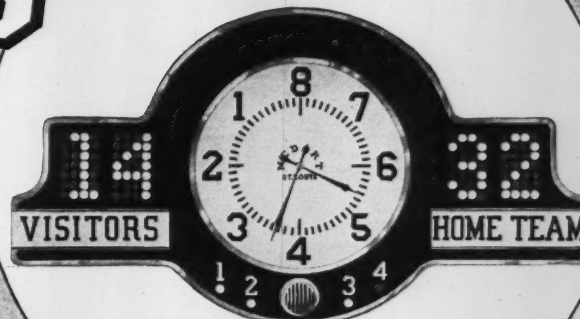
Solomon, Kan., where Coach V. I. McIntyre rules the grid roost, completed a ten-game schedule in which the opponents' efforts for the season netted a great big goose egg. Meanwhile the Solomon players completed 48 of 95 forward passes attempted, twenty of them for touchdowns, and amassed a grand total of 328 points.

If anyone would like an extra job, Coach Frank Noble of Western State High School, Kalamazoo, Mich., has a few that he could spare. He is the high school physical education director, coaches three sports, handles the high school's physical education classes, teaches one college gym class and one college class in Community Recreation, supervises the junior high school physical education program and the high school monitor system, has charge of the noon recreation period and the training of twelve practice teachers. In his spare time he studies magic, practices figure skating, hunts, fishes, and occasionally sleeps.

BILL WOOD

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This former big league star and Duke University coach analyzes every phase of individual play, coordination and both offensive and defensive strategy. For example, on base running the author covers: timing the start, the lead, return, get-away, approach, pivot, slide, overrun, steals, double steals, hit-and-run plays, infield fly rule, strategy for all situations, duties of coaches.

Complete details on selection and training of student managers, schedules, and transportation.

College List \$2.00

For complete information check master coupon on page 40. For an examination copy, write to

PRENTICE-HALL, INC.
70 FIFTH AVENUE NEW YORK, N. Y.

Tumbling

(Continued from page 11)

on the coaching of tumbling is an interest on the part of the coach himself. He must be able to stimulate his boys and encourage them to put forth a sincere effort. A great deal of interest can be created by good example, and a coach can expect about as much from his boys as they get from him.

For variety, an outstanding collegiate tumbler may be invited to give an exhibition for the boys, or the boys may visit a college gymnastic meet and talk to the experienced tumblers following their performances.

An opportunity to show what he has accomplished is also an inducement to the high school tumbler. Exhibitions may perhaps be arranged between the halves of home basketball games, or contests may be scheduled between classes or between schools. Movie reels showing outstanding tumblers in action are available and are considered very motivating and instructive.

A more informal type of competition which can be carried on daily is the use of an "objective chart" on which all the possible elementary and advanced skills are listed according to their degree of difficulty. As each skill is mastered the student checks it off. Thus each individual has a definite goal and can see at a glance his own progress in comparison with that of the others. Bulletin boards with pictures of other tumblers, suggested methods of warming up and any tumbling news of interest are also extremely motivating.

Safety devices

The knowledge and proper use of safety devices is very essential. Unless a boy feels reasonably safe, and can take a few spills without getting excited, he will never accomplish much as a tumbler. The best mechanical aid is the lunge or safety belt which is attached to the individual. Mats rolled up and placed on top of each other also help support the individual in such skills as the front handspring and the front flip.

Proper spotting has an advantage over mechanical aids in that it saves time and works to better advantage in routines. Many times it is just as safe if proper precautions are taken and the individual warms up before attempting any new skill.

Doubling up mats to prevent shin splints when first learning skills has been found to be a valuable precaution. The warm-up period should be

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MATS
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Wrestling Mat—20' x 20' x 2" - \$192.00
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sports equipment for schools.

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from five to ten minutes and should include the most elementary skills. The warm-up serves not only to limber up the tumbler but to rehearse the elementary skills.

Proper shoes are the only other necessary equipment for tumbling. Heavy basketball shoes or just stockinged feet leave something to be desired. A light, high-top canvas shoe with a thin crepe rubber sole is now on the market, and is most desirable. The high top serves as a mild ankle support and the rubber sole helps prevent slipping, yet does not retard the tumbler. On difficult stunts it is wise to tape the ankles as a precautionary measure. The ace bandage works well once it has been stretched a little.

A springboard is very helpful in teaching front and back somersaults and back twists, but only when the safety belt is also used. The springboard, when used correctly, will supply height and spin, thus allowing the performer to concentrate on arm and head action. Many coaches take their tumblers to the swimming pool for back and front work off the springboard. A diving board is a good place to learn twisting somersaults. If the beginner flinches or gets mixed up in his movement, the worst he can get is a good spank.

How often should one work out? This depends upon what is to be accomplished as well as the individual himself. Beginners usually will want to practice daily during the gym season but the more advanced tumblers who work harder and take more punishment because of the difficult twisters will work out three or four times a week.

It is apparent that success in tumbling depends on how hard an individual will work and how much he wants to accomplish, but in the same breath we can also say that a great deal depends upon how much interest and motivation the coach can contribute.

GRID FATALITIES DROP

THAT football is becoming as safe a game as quoits was indicated in the report Professor Floyd B. Eastwood of Purdue and Dr. Mal Stevens, N.Y.U. coach, presented at the last meeting of the American Football Coaches Association (college) in New York.

A total of only eight fatalities were attributed to the game in 1940; one occurring in college, five in high school, one in athletic club and fraternity games, and another in what was classified as "sandlot" football.

This was a marked decrease in the number of fatalities since 1936, when the total was thirty. In 1937 the number dropped to nineteen and the following year to sixteen. Deaths in 1939 were twelve.

MEDART HIT PARADE

4



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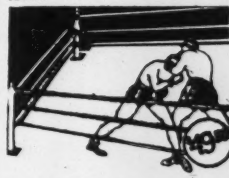
Goal Pads are made of a felt base covered with heavy brown army canvas. Strong metal grommets inserted for attaching to wall. Neatly quilted.

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Pay for these mats in small amounts each month out of receipts from games. No extra charge for this service. Order now and pay during playing season!

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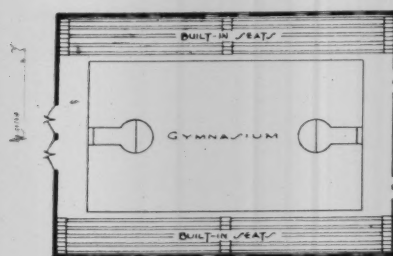
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GOAL PADS
5 FT. X 10 FT.
TWO \$25⁰⁰
for only 1 INCH THICK

PLAYERS NEED
THIS PROTECTION
UNDER THE BASKET!

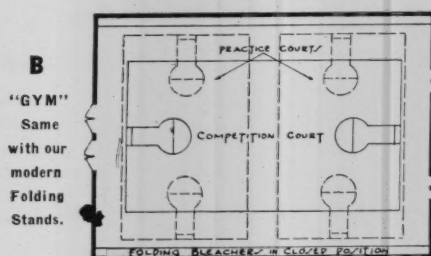


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Same
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Stands.

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| Floor size 80' x 110' . . . | 8800 sq. ft. | 8800 |
| Available floor space . . . | 6050 sq. ft. | 8490 |
| Area occupied by seats . . . | 2750 sq. ft. | 310 |
| Average seating capacity . . . | 720 | 1078 |
| Average cost per seat . . . | \$10.00 | \$6.00 |
| Playing space, contest . . . | 50'x90' | 50'x90' |
| Playing space, practice 1-50'x90' | | 2-45'x70' |

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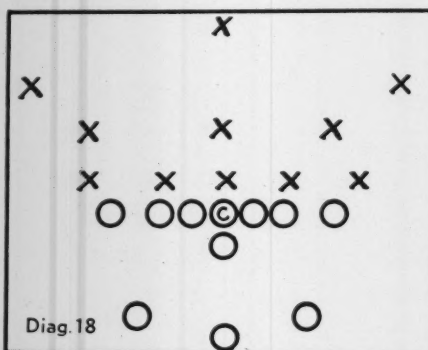
Rose Bowl Game

(Continued from page 10)

Upon spinning back into the line, Francis covered the ball so that the defense could not tell who had it.

Several of Nebraska's successful pass plays are outlined in Diags. 15 to 17. In **Diag. 15** the threat of a line buck tends to draw the defense toward the line of scrimmage. This freezing of the defense and the practice of faking to a man running into the line were employed advantageously by both teams.

Nebraska set its defense as indicated in **Diag. 18** with the ends driving through the offensive ends, thus bothering the pass receivers and avoiding side-body blocking which is all Stanford desires to slip a man through the line.



The tackles played on the outside shoulders of the offensive tackles, again in an attempt to prevent tangling body blocks. The guard played opposite the center, who in Stanford's offense is largely responsible for the center or outside linebacker.

The linebackers played from two to four yards back of the line and crashed into the holes as the play showed. The outside backer appeared responsible for the man in motion. The halves deployed two to three yards outside the ends and ranged according to the down, from six to ten yards back of the line.

The safety man ranged from 16 to 18 yards back on expected running plays, about 20 yards back on expected pass plays and about 30 yards back on expected punts.

Nebraska seemed to be playing a man-to-man defense on passes. This proved very difficult to play as both Kmetovic and Gallerneau have a faculty for breaking into the open and giving their passer good receiving angles.

On expected pass or punt downs Nebraska often dropped into a 5-2-2-1-1 (**Diag. 19**) or a 5-2-2-2. Whenever the fullback, or secondary backs, were required to cover the man in motion, the third line of

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SAFE-PLAY Football Goggles
For Basketball, Ice Hockey, Handball,
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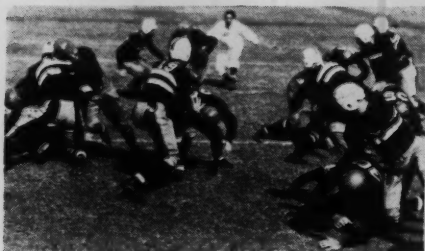
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JERSEYS • SHIRTS • PANTS
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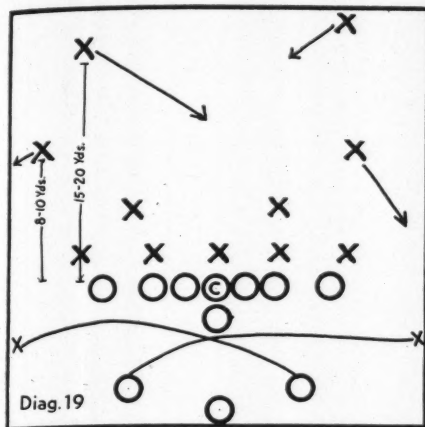
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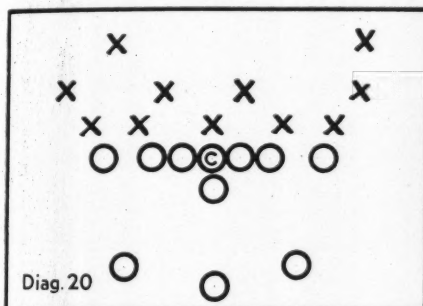
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BEAVER POWER BLDG.
DAYTON, OHIO



backs shared the weakened territory or changed into a 5-3-2-1 as shown.

As a rule Nebraska waited in a 5-4-2 until the huddle was broken and then shifted into the desired formation. This appeared to distress Stanford.



Inside the 30-yard line Nebraska could be found in a 5-4-2 (Diag. 20) which was maintained clear back to the goal line with the four linebackers edging up closer to the line until on the goal line it was practically a nine-man line with two men in the end zone. The ends moved in opposite the offensive ends. The center and the guard came in opposite the offensive guards and the tackles played the tackles straight back. The full and the halfback came up outside the ends.

Observers agreed after the game that it was the speed and perfect timing of the Stanford attack that wrecked the superior power and brawn of the Cornhuskers.

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After a season of pro coaching and scouting for many of the leading college teams, Coach Chuck McGuinness has this Complete Advisory Service to offer you:

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ON PAGE 40 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

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apply a good and comfortably warm dressing of

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AT NO EXTRA COST

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YOUR
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I anticipate in the boys' tournament and in the girls' tournament.

I would like to start actual playing of games by
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My Name Position

Name of School Address

City State Enrollment of school: boys girls

SCHOLASTIC COACH MASTER COUPON

(See page 39 for other listings)

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NAME POSITION
(Principal, coach, athletic director, physical director)

SCHOOL ENROLLMENT

CITY STATE

No coupon honored unless position is stated

February, 1941

Here Below

(Continued from page 5)

thirty-minute Cook's Tour of the National League. Practically all the stars are seen pitching, fielding, batting or running.

The picture receives a more intimate treatment than any other past opus of either league. You are carried into the home of Pete Coscarart of the Dodgers, and have a breakfast for champions with Mrs. Pete and offspring. You are taken into various dressing rooms for closeups of the players, and as two of the stars demonstrate there is an art even to putting on a uniform.

The film is distributed nationally free of charge. If you'd like to obtain a showing, try writing to your local club office if you live in a National League city, or to Ethan Allen, National League Film Bureau, 30 Rockefeller Plaza, New York, N. Y., if you don't.

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A 16-MILLIMETER silent moving picture analysis of girls volleyball technique and fundamentals has been produced by *Scholastic Coach* with the approval of the Volley Ball Sub-Committee of the National Section on Women's Athletics.

The title of the film is "Techniques in Volley Ball for Girls." The game is covered under these headings: Serves—Underhand, Overhead, Assistant; Handling the Ball—Low, Chest High, High; Taking the Speed Out of the Ball; Setting Up the Ball for a Teammate; Playing the Ball Off the Net; The Smash or Kill; Blocking the Ball; and Team Play.

The film is on one reel, about 400 feet long and has a running time of about fifteen to twenty minutes. It may be rented at the rate of \$2 per day of actual use plus a 50-cent charge for handling.

For reservations, write to the Scholastic Coach Bookshop, 220 East 42 Street, New York, N. Y., stating when the film is desired and for how many days.

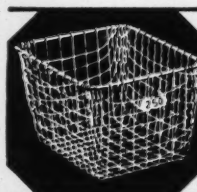
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ANNOUNCING

The 1941 Scholastic



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In Each School**

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**Enter
Your School Now!**

HERE'S a way to encourage the boys and girls in your school to play *golf* and *tennis*—the sports they can enjoy all their lives! Scholastic Golf and Tennis Tournaments — *all intramural* — offer the handsome medals shown above to boy and girl winners in each school that holds a tournament. There is no entry fee, and each school participating receives free drawcharts and medals.

Be sure that your school doesn't miss this splendid spring activity. To enter either tournament, or both tournaments, just mail the coupon below.

SCHOLASTIC COACH, 220 East 42nd Street, New York:—Please register my school for a ☐ Golf Tournament; ☐ Tennis Tournament, and send free medals and drawcharts. The Golf Tournament will be for ☐ boys; ☐ girls. The Tennis Tournament will be for

☐ boys ☐ singles ☐ girls ☐ singles
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School enrollment..... Send medals by.....

Name..... Position.....

School.....

Street.....

City..... State.....